DOCUMENT RESUME

ED 028 011 24 RC 003 333

By-Heathman, James E., Comp.
Migrant Education, A Selected Bibliography.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-2469
Pub Date Mar 69
Contract-OEC-1-6-062469-1574
Note-70p.
Available from-Manager, Duplicating Service, New Mexico State University, P.O. Box 3CB, Las Cruces, New Mexico 88001 ($2.00)
EDRS Price MF-$0.50 HC-$3.60
Descriptors-*Abstracts, *Bibliographies, *Educational Programs, Educational Research, Migrant Children, *Migrant Education, *Research Reviews (Publications)

More than 100 publications of recent date on the subject of migrant education, the majority of which have been entered in the ERIC system, are presented in this bibliography. Those documents with ED numbers are accompanied by abstracts. Additional references are listed with annotations and availability statements. All citations are indexed under ERIC descriptor terms following the text of the bibliography. (JH)

ERIC CRESS

RC 033 033

MIGRANT EDUCATION
A SELECTED BIBLIOGRAPHY

NEW MEXICO STATE UNIVERSITY

ED 028011

MIGRANT EDUCATION

A SELECTED BIBLIOGRAPHY

Compiled by

JAMES E. HEATHMAN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

March 1969

EDUCATIONAL RESOURCES INFORMATION CENTER

CLEARINGHOUSE ON RURAL EDUCATION AND SMALL SCHOOLS

New Mexico State University

Las Cruces, New Mexico 88001

This publication was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

FOREWORD

SOURCE OF MATERIALS:

This bibliography was compiled to provide access to some of the latest developments in the education of migrant children. Citations and abstracts are presented in order by document ED number. Citations with ED numbers between 1000 and 2740 are found in the ERIC Catalog of Selected Documents on the Disadvantaged. Citations with ED numbers between 2747 and 3960 are found in Office of Education Research Reports, 1956-65. Documents with ED numbers above 10,000 appear in Research in Education (RIE), a monthly publication of the Office of Education since November 1967. This bibliography includes documents which have appeared in RIE through the January 1969 issue.

Documents with RC numbers have not yet been entered in the ERIC system, but their relevance is such that they are a valuable addition to a publication of this nature.

ORDERING INFORMATION:

Unless otherwise specified, all documents with ED numbers are available from the ERIC Document Reproduction Service (EDRS) in both microfiche and hardcopy. Copies of documents must be ordered by individual ED numbers. Payment must accompany orders totaling less than $5.00. Microfiche price is to be calculated at the rate of $0.25 per 60 pages of the document and any part thereof. Thus,

microfiche price on a 200-page document would be $1.00. Hardcopy price is computed at $0.05 per page.

For all orders, add $0.50 for handling. In the U.S., add sales tax as applicable. Foreign orders must be accompanied by a 25% service charge, calculated to the nearest cent. Orders should be sent to:

ERIC Document Reproduction Service
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

For ED-numbered documents not available from EDRS and for all RC-numbered documents, ordering information is specified in the body of the abstract or annotation. Pricing information may be obtained from the sources cited.

GENERAL:

A subject index is included at the end of this document as a convenience to the user. The index terms are identical or similar to the descriptors under which the document was indexed in the ERIC system. Each document is indexed under at least three descriptors.

Additional copies of this bibliography may be obtained for $2.00 per copy from:

Manager, Duplicating Service
New Mexico State University
P. O. Box 3CB
Las Cruces, New Mexico 88001

Orders must be prepaid or accompanied by a purchase order.

It is anticipated that supplements to this bibliography will be issued in the future.

ED 001 077

PROVIDING OPPORTUNITIES FOR DISADVANTAGED CHILDREN.
Potts, A.M., Ed., Colorado State Dept. of Education, Denver, 1964, 85p.

The term "disadvantaged" is used to represent environments that are inadequate for a full life. Included would be groups identified as migrants, lingually disadvantaged, culturally deprived, and educationally disadvantaged. A culturally disadvantaged child is unable to conform to present group expectancies. This workshop report is the result of one group's efforts to consider the problem of how the school may aid the child to achieve greater levels of competence and some of the views about how the responsibility might be met. A curriculum is sought to help the young determine which cultural aspects might best perpetuate our democratic order and society. Society has a definite role to play in bringing about these competencies by making it possible for individuals to attain them. The disadvantaged child needs to understand the pressures to conform, coming from the conflict between school, peers, and the community. The disadvantaged child must have the opportunities to learn to enjoy life, to do the best for society. Through curriculum adaptations cultural competence can be achieved for the disadvantaged child. In order to adapt a curriculum we need to understand the child more fully and be aware of the areas in our culture which call for competence, such as classroom climate in early education and language teaching. Methods and exercises for these areas are suggested in the school and classroom. Programs that should be included in elementary and secondary schools are listed. In conjunction with the disadvantaged child, cultural variations in the cultures of the Southwest are discussed and the use of a checklist of reading skills with migratory children is given.

ED 001 087

ELEMENTARY SUMMER SCHOOLING OF MIGRANT CHILDREN, SOCIAL STRUCTURE AND IGNORANCE.
Marcson, Simon, et al., Rutgers Univ., New Brunswick, New Jersey, 1964, 389p.

A study was made of the children of the East Coast migrant workers in New Jersey, with special emphasis

upon Negro migrant children. The study was divided into four sections--the migrant problem, the social and economic factors affecting migrants, the children and their schooling, and a program for migrant children. It describes the need for migrants, the migrant population, structure of the migrant family, obstacles in migrant society to social and economic advancement, the factors affecting scholastic performance, the children's general school performance and their performance on intelligence tests, opinions given by the children's summer school teachers, and the parents' educational and vocational expectations for the children. Questionnaires, methodology, recommendations, and treatment of the data are discussed in the appendices. (RB)

ED 001 092

SELECTED STATE PROGRAMS IN MIGRANT EDUCATION.
Haney, George E., Office of Education (DHEW), Washington, D.C., 1963, 45p.

This booklet outlines and compares the migrant education programs of seven states--California, Colorado, New Jersey, New York, Ohio, Oregon, and Pennsylvania. It considers programs for both the summer and the regular sessions. Problems related to attendance, grade placement, educational disadvantagement, enrollment, facilities, finance, lunch programs, personnel, student records, and teachers are discussed. Recommendations for research and future programs are included. This document is available for $0.25 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 as OE-23030, Bulletin 1963, No. 35. (CL)

ED 001 100

KNOWING AND TEACHING THE MIGRANT CHILD.
Sutton, Elizabeth, National Education Association, Washington, D.C., 1960, 155p.

Contact with nonmigrant cultures creates detrimental insecurity feelings in migrant children. Teachers should be well versed in their way of life and in methods of helping these individuals acquire an adequate self-concept. The child should be made to assimilate his school experience rapidly through establishing a friendly atmosphere and relations with migrant parents. Schools should modify their instructional patterns, curriculum content and materials, and should develop specialized educational materials

to compensate for the unique character of migrant educational problems. Priorities should be established in the teaching of necessary skills, and methods of quick accurate evaluation of the student should be developed. Schools should work with health facilities and parents to meet the health needs of this group. Practical skills should be emphasized to prepare these children for the unique demands placed upon them. They should be taught that their travel experiences are valuable and how to benefit from them. Migrant problems can best be resolved through programs of cooperative study and action on local levels. A special effort needs to be made to maintain accurate records and comprehensive, up-to-date reports on migrant children to aid the receiving school and teacher in placing and evaluating the child. Enrollment and attendance should be maintained through child and parental guidance by rearranging school vacations so that schools remain open when migrants are in town. The pilot project was carried out between 1954-57 in the areas of Palm Beach County, Florida and Northhampton County, Virginia.

ED 001 496

DETERMINING AN EFFECTIVE EDUCATIONAL PROGRAM FOR CHILDREN OF MIGRATORY WORKERS IN WISCONSIN (PHASE I).
Thomas, Donald R., Wisconsin Univ., School of Education, Madison, 1961, 58p.

The education of migratory workers' children is of great concern to states where farming is among the principal industries. The two objectives presented are: 1) predicting the time and place of arrival in Wisconsin of specific migrant children; and 2) gathering educational information on these children in advance of their arrival. To obtain information, the Federal Annual Worker Plan was used in cooperation with the Texas Employment Commission and the Wisconsin State Employment Service. Texas was selected since it contributed the vast majority of migratory workers entering Wisconsin. The project supplied the Texas Employment Commission with "Children-In-Crew" forms to be attached to the E.S. 369 Forms. Crew leaders were asked to list on the forms the names, ages, sex and home school districts of every child under 16 who would accompany that crew during the agricultural season. Upon the receipt of the "Children-In-Crew" forms and the form E.S. 369, project personnel sent an educational assessment form to the listed home school district of each child. With such information, predictions could be made as to student ability and intelligence and length of time these children would remain in Wisconsin. Of

1,526 entered on the migratory Labor Employment Record, (1960) 743 children were listed on the "Children-In-Crew" forms. The timing of the arrival of migrants and their children is illustrated with reference to the timing of crop activities in Wisconsin. An analysis of educational assessment data revealed that 31.4% of the children were in poor or fair health and that the ability to speak English was rated as 38.9% fair, 29.3% poor and 11.8% good. The grade placement of these children is presented in a table. Transfer of the project machinery to normal channels was recommended. The project recommended that short units in basic skills and subject areas should be offered to these children.

ED 001 499

GUIDE TO ORGANIZATION AND ADMINISTRATION OF MIGRANT EDUCATION PROGRAMS.
Petrie, Ronald G., et al., Eds., Colorado State Dept. of Education, Denver, 1963, 29p.

Educational programs for children of migrant workers should bring children within the influence of well-trained teachers. The children should be taught in small groups to broaden cultural experience and to develop basic skills. Program supervision and administration should be a state responsibility. The state official should be responsible for determining where and when programs are to be initiated for developing standard procedures for local systems, for organizing in-service educational programs, and for providing needed material and personnel resources. Instructional programs should be organized in basic skills and subject area units which could be completed within one to six weeks. In addition to the basic elementary school curriculum, citizenship, courtesy, self-respect, and respect for others should be taught. A continuous record of student achievement and health should be kept. Other areas of instruction should include: physical education, applied arts, arts and crafts, music and health. Various services including an extensive medical program should be provided by the state and federal governments. A listing of sources to be contacted for help with migrant needs is included.

ED 002 349

HEALTH CONDITIONS AND SERVICES FOR DOMESTIC SEASONAL AGRICULTURAL WORKERS AND THEIR FAMILIES IN CALIFORNIA.
Merrill, Malcom H., California State Dept. of Public Health, Berkeley, 1965, 39p.

Field interviews were held with community leaders and with several hundred workers' families. The acquired information supplemented a survey of past and present conditions and assisted in formulating recommendations for action to meet the acute health needs of California's seasonal agricultural workers. The health problem can be met by local communities if State and Federal governments provide adequate support. Health and medical facilities are neither accessible nor available in areas where agricultural families live and work. It is recommended that the State of California make funds available to counties desiring the decentralization and extension of local health and medical care services for seasonal agricultural workers and their families through such means as: development of field clinics staffed by local personnel; provision of prenatal care for mothers and treatment for sick children in existing child health conference clinics; expansion of field nursing staffs for clinics, home nursing, health education, and liaison with existing treatment facilities; use of unoccupied beds in rural private hospitals and district hospitals for county patients at county expense; provision of transportation to central facilities for both inpatient and outpatient hospital care; and improvement of sanitation in housing and in the field. Other recommendations were that residency requirements be abolished in county hospitals and that consideration be given to the feasibility of prepayment health plans for domestic seasonal agricultural workers and their families similar to those plans required by law for foreign contract workers. Tables, maps, and a bibliography are included.

ED 002 406

INTERDEPARTMENTAL CONFERENCE ON MIGRANTS IN KANSAS.
Kansas Council for Children and Youth, Lawrence, 1962, 22p.

Notes based on a twenty-five reference bibliography which contained studies on migrant families and pilot projects established to aid migrants were presented. One study found that the educational experiences of migrant children included retardation and frustration. Migrant children entered school late, were

slow and uncertain, had language difficulties, and by their second year were retarded because they had been held back in the first grade. Some local school authorities failed to provide adequate educational opportunities for migrant children because they lacked knowledge of their special characteristics and needs. Steps to encourage community migrants included publishing stories about local programs, directing attention to needs in the community, finding out how other communities work with migrants, studying articles about migrants, finding people and agencies who can help, and developing a guide sheet for starting a community program. Trends in programs for migrant workers included an emphasis on educational activities and on school entrance and attendance. State education departments and state universities helped in the education of migrant children. Also, programs to provide community health services for migrants were started by church groups or other agencies having a first-hand knowledge of their health needs. Educational opportunities for children of migrant workers can be improved by developing special programs and ungraded systems, offering specialized teacher training programs, providing better facilities and day care centers, calling conferences, promoting studies, and enacting legislation.

ED 002 492

MIGRATORY AGRICULTURAL WORKERS IN THE UNITED STATES.
Jorgenson, Janet M., et al., Grinnel College, Iowa, 1961, 81p.

Field studies were conducted in 1960 in the lower Rio Grande Valley of Texas and in Iowa to augment information on migratory workers. Faculty-student team field trips found many factors to consider in providing a constructive approach to the problems of the migrant worker. Children of the migrants are not getting the education they need to break out of the migrant pattern. Preventive health care lacks incentive because of poor living conditions. Poverty prevents curative medicine. The migrant suffers from prejudice and discrimination. Constant strain to earn a living is the main contributing factor to the plight of the migrant. Wage increases might be difficult if farm organizations and growers' associations should oppose legislation which would include farmers under the Fair Labor Practices Act. Ways to better the situation of the migrant include the work schedule system of the Annual Workers Plan, the work of church associations, and legislation. The program in Muscatine, Iowa illustrates how cooperation between industry, church, and community can result in a comparatively successful migrant community. Crop diversification combined with industrial

jobs would form continuous employment opportunities for migrants. Regional planning can contribute to stable communities. An annotated bibliography compiled according to general studies, civil rights and legal status, housing and community relations, health and safety, education and child labor, activities of private agencies, state programs, and newsletters and periodical bulletins is included.

ED 002 609

SPATIAL AND TEMPORAL PATTERNS OF THE MOVEMENT OF SEASONAL AGRICULTURAL MIGRANT CHILDREN INTO WISCONSIN.
Lindsey, Herbert H., Walton, Thomas W., Wisconsin University, Milwaukee, 1962, 53p.

Useful means of anticipating the movements of migrant children include analysis of crops, the harvesting of which requires out-of-state workers, distributional maps of crop acreage, normal time schedules for crops, and information on agricultural developments. Such information assists in the planning of school programs. In Wisconsin, most migrant children are concentrated in the cherry and cucumber producing areas. Although there are fewer migrant children in the vegetable producing areas, they stay in the state longer. There are 37 localities which receive 25 or more migrant children each year; there are 10 general areas that receive 75 or more children. Such information provides school officials with an idea of the number of migrant children for whom educational opportunities need to be provided. A significant characteristic to be considered in the planning of educational programs is that the majority of migrant children are Spanish-speaking. Tables, maps, and charts accompany the text. Employment record forms, tabulation forms for children under 16 years of age, and tables showing average distribution of crops and utilization of out-of-state workers are appended. A bibliography is included.

ED 002 611

MIGRANT CHILDREN IN CALIFORNIA SCHOOLS: A 1961 SURVEY OF SCHOOLS SERVING CHILDREN OF SEASONAL FARM WORKERS.
Nance, Afton Dill, California State Dept. of Education, 1961, 25p.

Enrollment, attendance, class size, number of teachers employed, adequacy of facilities, and problems related to the education of children of migrant workers

were the concerns of a 1961 survey of schools serving children of seasonal farm workers. Questionnaires were sent to the superintendents of 105 California districts enrolling the most migrant children in the State. The data presented were based on responses to 80 questionnaires. Results indicated some of the problems involved in providing a high quality educational program. The schools reporting employed 6.6 percent more teachers who were not fully qualified than the rest of the State. Inadequate school housing was reported by 25 percent of the districts. Of the total number of respondents, 27 1/2 percent maintained half-day sessions for one or more classrooms; there was 8.6 percent in the State as a whole. During the period of high enrollment, class size in 87 percent of the district was over 25. The problems arising from adverse economic and social conditions affecting the children were mainly unchanged from previous years. Respondents mentioned the detrimental affects of poor physical and mental health, of sporadic attendance, of constant adjustment to new teachers and classmates, and of general insecurity and frustration. Low parental morale was considered a serious problem by many of the respondents, a situation which could be alleviated by the allocation of funds to permit school districts or county offices to employ social service workers to serve the adult migrants. Other recommendations were for a Federal program providing health and welfare services to families engaged in interstate commerce, summer school opportunities and special plans for pupil recruitment, and the start of a study on the teaching of English to migrant children.

ED 002 613

A REPORT ON HEALTH AND DAY CARE SERVICES FOR CHILDREN OF MIGRANT WORKERS.
Kansas State Dept. of Health, Topeka, 1963, 17p.

The spread of health and day care services for migrant children in Kansas in 1963 was described. In addition to a general treatment of the subject, programs in each county were described separately because of local variation, although they were all very similar. Money was appropriated by the Kansas Legislature in 1963 to the Kansas State Department of Health for continuation of the day care center and health program at Holcomb, Kansas. The idea of day care and associated health services was adopted in neighboring counties of Kearny, Grant, and Wichita. In Kearny County, the public health care nurse, who served as a volunteer worker in the Holcomb program the previous year, assisted community groups in developing

a day care center and health program. The Division of Maternal and Child Health arranged with local and district health offices to extend health services to Witchita and Kearny Counties, and to begin a health survey in Grant County. In Wyandotte County, a health survey was initiated by the local health department, and a day care center was conducted by local church groups. The centers at Leoti, in Wichita County, and at Ulysses, in Grant County, offered care in the morning only. Two Spanish speaking staff workers assisted the community groups in coordinating and interpreting the program to migrant families, and worked directly with health personnel as interpreters on health matters. Health services were provided by State, local, and district health offices and local physicians, dentists, and nurses. They included a medical record for each child in the center, a medical history, a complete physical examination, screening programs (vision, hearing, dental), tuberculin testing, hemoglobin determinations, and immunizations. Referral was made locally to private physicians and dentists for necessary treatment and to the families' home state when treatment could not be completed in Kansas.

ED 002 614

REPORT OF THE 1962 SUMMER SCHOOL PROGRAM FOR CHILDREN OF MIGRANT PARENTS.
New York State Education Dept., Albany, 1963, 3p.

Summer school programs conducted in several centers for children of migrant parents in New York State were described. Attendance was excellent throughout the six-week period. A child care center and transportation were provided. The budget for the several centers varied with size, program, and specific problems. Emphasis was placed upon basic skills in language arts and arithmetic. Programs in art, crafts, music, physical education, and health education and habits were taught by the school nurse. Increased effort to promote good citizanship and the ability to get along with others was made. Trips, assemblies, swimming instruction, and other activities strengthened the several programs. A close relationship among parents, growers, and the public, helped to promote the program. Continuing concerns of the summer schools for migrant children include: development of a philosophy for elementary summer schools for migrants; recruitment of students early enough to assure a near quota on opening day; development of suitable materials, experiences and activities; continuous contact with growers, crew leaders, parents, and interested agencies, to maintain interest in the schools; discovery of individual needs as early as possible and provisions for them; effective integration of schools and child care centers; improved communications between migrant schools; effective follow-up of migrant students when the regular schools open.

ED 002 615

STUDY OF MIGRANT CHILDREN IN OREGON PUBLIC SCHOOLS.
Oregon State Dept. of Education, Salem, 1960, 53p.

A pilot program for educating migrant children was authorized by the Oregon legislature to study problems of migrant education during the regular school year. A questionnaire was formulated to interview migrants in order to picture problems facing local school districts. An analysis was computed and information was divided into "Anglo" and "Spanish-speaking" categories. Migrants attended 81 schools. Approximately one third of the eligible migrants attended school and about twice as many were Anglo as Spanish-speaking. Findings indicated schools received support on a proportional basis; most of the children arrived in the spring and left in the fall; most were in a lower grade than is normal for their age; there was a severe dropout rate after the fifth grade; children needed special help in language arts, arithmetic, health, and social development; extra teachers had to be hired to handle the influx of migrants; truancy, but not discipline, was a problem, and a preschool program was needed. Every child has a right to education and therefore steps should be taken to overcome the educational handicaps of migrant children. Many migrant children will leave the migrant stream because of mechanization in the field of agriculture and a desire for something better in life. For most jobs which they aspire to perform, some form of education will be imperative. At present, there is a large gap between what is needed and what is being done for migrant children.

ED 002 616

REPORT OF THE NATIONAL WORKSHOP ON THE EDUCATION OF MIGRANT CHILDREN, ST. LOUIS, MISSOURI.
National Committee on the Education of Migrant Children, New York, 1964, 48p.

Educators from state departments of education faced with problems of education for migrant children met at the National Workshop on the Education of Migrant Children to share experiences and suggestions. A major concern was to evaluate existing programs and to seek ways of relating these separate programs to the total educational experience of the child as he moves from state to state. Workshop members outlined, as a suggested guide to those States planning education programs for migrant children, the type of program which they considered essential if

the educational needs of migrant children are to be adequately met. Committee reports covered the following basic areas of concern: fundamental principles acceptable in creating educational opportunities for migratory children; curriculum goals, content, and methods; the teacher of migrant children; parent education; the organization and administration of migrant school programs; responsibility for leadership; and community relations. Concern was expressed that the education of migrant children was a job that could not be accomplished by the educator alone. It involved to a great degree the acceptance, by the community, of the idea that migrant children are as important as any other children and that because of their deprivation there is an added responsibility to see that they have an opportunity to become useful and productive citizens. One of the barriers to providing education for migrant children was that of relating education to the traditional time pattern. Educators should be flexible in their thinking and creative in their planning in order to develop an effective educational program independent of these traditional time patterns. Care should be taken that any new patterns which are developed do not result in the further segregation of migrant children.

ED 002 620

THIRD ANNUAL CONFERENCE ON FAMILIES WHO FOLLOW THE CROPS.
Subcommittee on the Migrant Child,
Sacramento, 1962. 38p.

The selected presentations were: "The Continuing Interest of the Governor's Advisory Committee on Children and Youth, in the Farm Worker's Children" by Helen MacGregor; "The Purpose of this Conference" by Mrs. Hubert Wyckoff; "Trends in California Agriculture--Effects on Farm Workers" by Daniel G. Aldrich, Jr.; "Characteristics of Farm Workers as Related to Stabilization of the Work Force" by William H. Metzler; "Housing for Farm Labor, Old Problem--New Solution" by Lowell Nelson; "Migrant Children in California Schools" by Helen Heffernan; "Planning for Rural California" by Elton R. Andrews; "California Department of Employment Moves to Improve Services to Agricultural Migrants" by Margot Wakeman Lenhart; "California's Disability Insurance Program for Farm Workers" by Arthur W. Sawyer; "New Farm Labor Health Service" by Bruce Jessup; and "New Minimum Wage and Working Condition Regulations as They Apply to Women and Minors Employed in Farm Work" by Beatrice L. Christensen. There were six groups whose deliberations were reported. Their areas of interest included education, health, child care, housing, employment, and community development.

ED 002 624

A TEACHERS GUIDE: HOMEMAKING EDUCATION FOR MIGRATORY FARM CHILDREN.
Kradel, Sara F., Thompson, James N.
New Jersey Dept. of Education, Vocational Division, New Brunswick, 1961, 49p.

Programs are divided into three categories: children up to ten; children ten to sixteen (seventeen for boys); and adults. Each category considers boys and girls separately. The objectives of the courses for girls and women are to help them achieve satisfaction through making the most of what they have on hand, to help them become better citizens by learning about the community and resources that are available for their use, to develop skills that will lead to better habits of health and living, and to encourage development of habits and attitudes that will enable them to become better home and community members. Objectives of the courses for boys and men are similar to the above, but they include: the development of resourcefulness in selecting, buying, and using materials and services; the development of safe working habits; the exploration of community resources for educational and vocational guidance; and the development of self-confidence. Units for the girls are on housekeeping, cooking, sewing, gardening, money management, pre-natal care, and child care. Units for boys and men are on home mechanics, safety, and first aid. Minimum equipment, materials, construction plans, and reference materials are suggested for each area.

ED 002 627

THE ROLE OF THE HEALTH DEPARTMENT IN PROVIDING DAY CARE AND HEALTH SERVICES FOR CHILDREN OF MIGRANTS.
Kansas State Board of Health, Topeka, 1962, 16p.

Planning and organization, health services for children, and evaluation of the program were presented. The Kansas State Board of Health, the Department of Social Welfare, the Kansas Council of Churches, and the Kansas State University Child Development staff combined resources to carry out the program. The two state agencies provided the health services and professional staff; the community, represented by the Council of Churches, provided building space, equipment, and volunteer staff; and the University administered the day care center. Admission physical examinations

were given. Difficulty was found in contacting parents for full medical case histories. The immunization program was not completed because of lack of parental signatures, and because of the difficulty of contacting parents who worked in the fields. The children were clean and in good health. A few chronic or serious ailments were referred for continued medical treatment. Local physicians treated immediate medical needs. Out of 65 children, seven significant medical conditions were noted. Acute infections or parasitic disease were not a major problem. Suggestions for improvement of the program were: to have earlier dental inspection; to obtain consent slips for immunization when the program coordinator visited the family concerning the enrollment of children in the day care program; to have a parent present for examination of two- to five-year-olds; to provide homemaker services for the mothers; and to use television programs as a medium for adult education.

ED 002 631

READING SUPPLEMENT TO CURRICULUM GUIDE
FOR TEXAS MIGRATORY CHILDREN.
Texas Education Agency, Austin, 1963, 75p.

Curricular guides to the teaching of reading to migrant children in grades one through six are presented. Objectives are to teach such essential skills in word recognition as contextual clues, word form clues, phonetic analysis, and structural analysis. The teaching of such cognitive skills as apprehending the main idea, finding supporting details, determining sequence, following directions, drawing inferences, following sequence in events and stories, using reference material, and reacting to material read is emphasized. The curriculum is to be developed along organized lines, starting with reading readiness, and progressing to word recognition, comprehension, purposeful reading at a definite rate based on the purpose, vocabulary development, acquisition of study skills, and oral interpretation. Rather than force children to fit a particular pattern, teachers are encouraged to fit the instruction to the children and to be guided by the individual's rate of learning, stage of development, and cultural and experiential background. Programs are to be developmental and progress in orderly steps of growth. A developmental outline for teaching a reading lesson follows these steps: building readiness to read the given selection; guiding silent reading; developing word-recognition techniques; rereading the selection for such specific purposes as finding the main ideas, finding details, or locating information; and providing follow-up activities to extend the ideas

gained while reading. A variety of instructional materials should be used in addition to basal and supplementary readers. The use of library books, literature, content type material, magazines, and newspapers is encouraged. Because over-age pupils may not respond well to suggested texts, teachers are advised to substitute such unconventional material as comic books and Walt Disney books when necessary.

ED 002 636

POLICY STATEMENT RELATING TO THE EDUCATION OF MIGRANT CHILDREN.
Colorado State Dept. of Education, Denver, 1962, 3p.

Purposes, definitions, obligations, and practices in the education program for agricultural migratory children are clarified in a policy statement. Colorado law provides educational facilities for migrant children to develop their potentialities and capacities. A migrant child is defined by the Migrant Children Educational Act. Common usage and practice are utilized in elaborating upon the definition to determine time periods during which migrant status is maintained and situations where children are considered migrant even when residing in their home districts. Required records are kept on each migrant child received in a school district during regular or summer terms. The schools' responsibilities to migrant children are specified in the Migrant Children Educational Act as the operation of a special summer term for them; the persuasion rather than coercion of migrant children to attend the schools; and the advancement of a curriculum that adjusts learning to the children's individual needs and interests, that emphasizes health knowledge and character development, that relates testing and record information to the purposes to be achieved, and that encourages the parents to enroll the children and the children to remain in school.

ED 002 637

REPORT OF THE MIGRANT CHILDREN'S FUND CONFERENCE "MIGRANT CHILDREN--THE CHALLENGE AND OUR RESPONSE".
Migrant Children's Fund, Pleasantville, New York, 1961, 4p.

The role of Federal, State, and private agencies in helping migrant children was discussed. Background information given by Norman Thomas and Fay Bennett emphasized survey results. In 1961 there were between 350,000

and 450,000 children of domestic migrant workers in America. In 1959 75,000 of the 500,000 migrant workers in the United States were between 14 and 17 years of age. Of the total number of migrant children, 59 percent were behind in school. Since these children were not residents of the State where their parents worked, they did not have to obey compulsory attendance laws. Their attendance was discouraged by school boards who felt that they lowered school standards. They faced personal obstacles because of their language handicaps and because of their parents' low educational level. Their parents discouraged their school attendance because their earnings were needed at home. Community and State roles were explained by Alfred Potts, 2d, Charles Yersak, Christine Shack, and W.H. Reuf. The educational program for migrant children in New Jersey consisted of elementary education similar to the public school offerings, with material adapted to migrant children's own experience. In New York State, only $33,000 of $40,000 appropriated for migrant education was expended. The Colorado legislature appropriated ten percent more than the Department of Education requested for migrant education. The Federal government's role was explained by Vera Pratt. The Migrant Education Bill provided a three-point Federal aid to States to provide medical care for migrant families. Another Senate proposal extended the child labor protections to migrant children. Ways in which private organizations can help were explained by Edith Lowry and Michael Munk. They can arouse public opinion, influence governmental action, implement new legislation, and initiate pilot programs and demonstration projects.

ED 002 638

PROMISING PRACTICES IN SUMMER SCHOOLS SERVING THE CHILDREN OF SEASONAL AGRICULTURAL WORKERS, 1963.
California State Dept. of Education, Sacramento, 1964, 6p.

Special features of five summer school programs for children of migrant workers were presented. The Ceres Elementary School District gave junior high school level woodworking classes to fifth and sixth grade girls. Instruction in cooking and sewing was enthusiastically received by third and fourth grade girls but did not appeal to older girls. A prehigh school personal typing course was given to older boys and girls. Instrumental music classes included regular band instruction and piano lessons. Remedial and grade level work was also offered. The Earlimart Elementary School District

program had a club or activity period of 45 minutes that was scheduled daily for all children. Clubs were devoted to books, science, mathematics, crafts, Spanish, French, and music. The summer school culminated with a program for parents and an exhibit of the students' work. The Imperial Unified School District held classes in conversational English for 25 children between six and eleven years of age. The program was designed to broaden oral vocabulary, but it also aimed at strengthening listening skills, encouraging the sharing of experiences and ideas, and giving opportunities for musical and artistic expression. The three districts of Coalinga-Huron, Westside, and Oil King cooperatively sponsored a five week program. Pupils in the elementary school summer program were allowed to swim in the high school pool that was made available and staffed by the recreation department. Resources from the various schools were utilized in the science program so that the children had access to all types of audiovisual materials, equipment for experiments, and books. The Sanger Union School District offered classes in reading comprehension and speed-reading, instrumental music, new math, swimming, the emerging nations of Africa, vocal music, arts and crafts, science, and English.

ED 002 639

FACT SHEET: CHILDREN IN AGRICULTURE UNDER FEDERAL LAW, AND OTHER FACT SHEETS.
National Committee on the Education of Migrant Children, New York, 1963, 13p.

Fact sheets published by the National Committee on the Education of Migrant Children deal with child labor provisions under Federal law; the status of Senate bills affecting migratory labor; the origin, purposes, and activities of the committee; a composite portrait of migrant workers and children; and an example of a newsletter on the education of migrant children. Federal law specifies that children under 16 years of age are not allowed to work during school hours. Findings from investigations by the Wage and Hour and Public Contracts Divisions in 1963 were that 2,277 farms violated the law, with 6,9[illegible] children under 16 found working during school hours. Much school grade retardation was found among children who were illegally employed. The six bills before the Senate in 1963 that affected migratory labor dealt with education, daycare, child-labor, crew leader registration, establishing a National Advisory Council on Migratory Labor, and the improvement of sanitary facilities. The National Committee on the Education of Migrant Children was established in 1963 through the

merger of the Migrant Children's Fund and the National Child Labor Committee. Its goal is to expand educational opportunities for migrant children at every level. It has conducted a nationwide survey of opportunity and need, has established a clearinghouse of specialized resource materials, has held interstate and intrastate conferences, and has an expanding publications program. The greatest areas of neglect of migrant children is felt to be in the field of education. Few states try to enroll and retain migrant children in school, and few have special educational programs for them. The inabilities of schools and communities to help migrant children without extra personnel and resources and the unsettling effects produced by retarded migrant children in overcrowded classrooms are some factors that have produced feelings of local and State indifference to the educational needs of migrant children.

ED 002 642

REPORT ON THE EDUCATIONAL NEEDS OF MIGRANT WORKERS.
Texas Education Agency, Austin, 1961, 33p.

Texas has the largest number of migrant workers of any state. Migration begins in March and ends by December. The principal counties where migrants are seasonally employed, and the number of employed workers, are depicted. Low basic education levels, language problems, and low economic levels are factors that indicate the need to formulate educational programs for migrant workers. Migrant workers have a limited range of saleable knowledge and skills; they usually possess knowledge of only one vocational field, which is agriculture. Such scientific advances as the introduction of widespread use of power equipment on farms greatly influence labor needs, seasons of employment, and skill requirements. Limited homemaking knowledge and skills contribute to low living standards and poor health. Educational programs are needed for migrant workers. These include basic education courses in English and arithmetic; citizenship and safety courses; courses in homemaking, child care and development, and sanitation methods; and occupational training. The appendix contains maps that show the migration of Texas farm workers from January 1955 through December 1955.

ED 002 645

REPORT OF THE 1963 SUMMER SCHOOL PROGRAM FOR CHILDREN OF MIGRANT PARENTS.
State University of New York, Albany, 1964, 6p.

Summer schools of New York counties served migrant children ranging from five to fourteen years of age. The budget for these schools was allocated by the state; the amount of the school center budgets varied with their size, program, and specific needs. A typical budget guide for a two class center was given. Four centers operated state-sponsored child care units which allowed the older children to attend school while the younger ones were being cared for at the units. The centers operated for six weeks; the dates coincided with the arrival and departure of migrant families. The programs of the schools stressed reading, writing, spelling, and arithmetic. Emphasis was placed on good health habits. The nurse gave assistance to all children and arranged inoculations. The growing concerns of education for migrant children were listed. These included: the adjustment of the program to meet the educational needs of migrant children; the development of teaching materials, real experiences, and school activities to strengthen the program; and the development of liaison with growers, crew leaders, parents, and interested local, state, and national agencies aimed at furthering the best interests of the migrant pupils.

ED 002 648

PROBLEMS AND TRENDS IN MIGRANT EDUCATION.
Haney, George E., Office of Education (DHEW), Washington, D.C., 1963, 3p.

Children of migrant workers enter school late, have poor attendance patterns, show slow progress, and drop out early. They are the most educationally deprived group of children in the country. These children have become a critical national problem, since lack of an elementary education can condemn them to a life of ignorance, poverty, and dependence. Retardation is related to a lack of opportunity for school attendance and not to a lack of ability or intelligence. Providing for the education of migrant children during the academic year creates such problems as school finance, transfer records, grade placement, and provision of teachers and school facilities. Poor attendance after enrollment is a product of the parents' lack of education and indifference toward it, the need

for school-aged children to remain at home to care for younger children, the need for the earnings of children, and the language barrier in certain areas. Variations in school districts and states in textbooks, curriculums, and programs make it difficult to provide migrant children with a continuous and sequential educational program. The use of short-term units in basic skills has been proposed to provide a more continuous program of study and to avoid duplications and omissions in the educational programs. In states where summer programs have been developed, remarkable gains in achievement have been noted. Progressive leadership is being exercised at the local, state, and Federal levels to improve education for migratory children. Research and study are being stimulated by increased public awareness of the problem. Organization and coordination of educational services are necessary at local and state levels to provide additional opportunities for the children.

ED 002 649

THE EDUCATION OF MIGRANT CHILDREN IN OREGON.
Petrie, Ronald G., Oregon State Dept. of Education, Salem, 1962, 14p.

The Migrant Education Program consists of the regular school year and special programs during the summer. The pilot summer school programs held in 1961 and 1962 and the program during the regular 1961-62 school year are discussed. Objectives are to supplement the regular school program; to answer questions concerning effective methods, materials, and approaches for instruction; and to collect and report data relating to continuation of such programs. The summer school programs are effective in overcoming educational deficiencies. The yearly increase in attendance indicates that the migrants are interested in having their children acquire education. Summer school programs should become a permanent part of the migrant education program; the present appropriation of $50,000 should be increased to $60,000 in the 1963-65 biennium to allow for expansion of present programs and the addition of new schools. The regular school year program is geared to meet the needs of migrant children. Children benefit from special programs which employ extra teachers in order to keep the class loads equitable and allow for more individual instruction for all children. There is need for a workshop to develop a guide for migrant education and for regional inservice programs to be conducted annually for teachers of migrant children. The formula for distribution of funds is inadequate. The migrant education law should be revised to provide

for a more equitable reimbursement of costs of migrant education. Proposed law changes and a report of a summer school program are appended.

ED 002 650

THE SCHOOL AND THE MIGRANT CHILD--A SURVEY INTERPRETED.
National Committee on the Education of Migrant Children, New York, 1963, 6p.

A survey conducted to secure information on conditions affecting migrant children is presented. A five-part questionnaire delineates the number of migrant children in a given state, their participation in regular and summer terms, and needs and problems connected with their classroom attendance. The questionnaire has been sent to departments of education in 48 states, and to church agencies, governors' committees and citizens' committees in ten states. Few agencies know how many children enter or leave the state, and few keep statistics on school progress. Most respondents recognize that migrant children are retarded, but are unsure of, or indifferent to, the means to improve educational opportunities for this disadvantaged group. The migrant child is disadvantaged in many ways. Moving from district to district, he is frequently untouched by attendance laws, unwelcomed in the classroom where his presence creates many and difficult problems for the teacher, and ignored by his classmates because of his lack of social awareness comparable to their own. Often Spanish-speaking, he finds few bilingual teachers when he travels and seldom encounters a counselor to encourage or motivate him toward an education. Retarded in grade from two to three years, a retardation increasing with his age, the migrant child becomes an early school dropout. Unprotected by child labor laws, he takes his place beside his parents, working to add to the family income and becoming in time another cipher in health and welfare statistics. Because of the escalating social, economic, and human costs represented by the uneducated migrant child, ways need to be found quickly to provide him with the basic educational skills necessary in a rapidly changing nation.

ED 002 651

EDUCATION FOR MIGRANT CHILDREN.
Texas Education Agency, Edinburg,
1962, 95p.

The six migrant areas in Texas, and the number of migrants in these areas, are discussed. The types of migrants are: homebase migrants, in-migrants, embryonic migrants, and out-migrants. Buildings, facilities, and financial aid for migrant schools are inadequately used. Representative school programs for migrants are presented as evidence of statewide education efforts. Aid is needed for migrant schools. Major needs in planning for the education of migrant children include what to teach, how to teach it, materials for teaching, finances, and adequate space. Two practices which could be helpful in working toward a Texas program of migrant education are: a flexible state aid program with positive encouragement; and a free and creative attitude toward attendance, parental education, calendar, census, and records. A proposed revision of the Migratory Formula will offer some financial aid; however, a remedial program should also be provided. Additional laws, rules, and regulations are needed for migrant education. Working contracts with state and national agencies, liaison between intra-state regions, and advisory and guidance committees should be considered as effective practices. Such procedures as visits, letters, and questionnaires used to locate migrants in schools are explained and examples are shown.

ED 002 652

PROPOSED CURRICULUM PROGRAM FOR TEXAS
MIGRATORY CHILDREN.
Texas Education Agency, Austin, 1963, 35p.

A special curriculum is envisioned which would include an eight-hour school day for six months of the year. Emphasis would be placed on English, mathematics, and social studies. Student progress would be determined by standardized tests, or tests designed for the special curriculum. Grade placement would be used in social studies, science, physical education, art, music, and industrial arts. Language arts and mathematics, however, would not be tied to grade level. The major portion of the migrant child's school day would be spent learning language skills. There would be levels of learning in English. The levels include getting acquainted in an English language environment, showing growth in speaking English and getting ready to read and write, and increas-

ing oral language power and learning to read and write. Fundamental mathematics needs would be provided for migrant children through a balanced mathematics program. The social studies program would include an appreciation of citizenship in democratic nations, an appreciation of individual rights, and an understanding of ways to improve standards of living. Suggested plans for science, physical education, health education, music, industrial arts, general shop, occupational training in agriculture, homemaking education, occupational training in industry, and occupational training in distribution are included. Daily and yearly scheduling of class time, and subjects to be included in grades one through eight, are discussed.

ED 002 655

MIGRANT CHILDREN AND YOUTH.
National Committee for Children and Youth, Washington, D.C., 1963, 10p.

A migrant child is defined as a member of a family of agricultural workers who must travel a great distance to work. The workers follow a seasonal course, often through several states, and return home after the crop season is over. There are about 415,000 migrant children under 14 years of age in the United States. In 1960 the migrant farm worker earned an average of $19.00 per week. Forced by economic necessity to travel, the migrant child moves from school to school. He falls behind in his school studies and thus falls below his normal grade level. Extreme mobility coupled with low income produces a series of handicaps for the migrant child; poor health, poor nutrition, poor housing, not enough time in school, and community rejection all affect him. Settlement at a home base, where relationships to an established community can occur, is encouraged. Stability in the child's family can be helped by introducing an orderly system into the present chaotic situation in demand and supply of farm labor. This requires giving the farm worker steady work, and giving the farmer a dependable supply of labor when and where he needs it. Efforts should be made to adapt community services to meet the specialized needs of the migrant child. Communication between farmers, farm workers, and operating personnel in public and private agencies should be established to avoid friction and to avoid wasting efforts regarding the needs of the migrant children. A cooperative effort should be made to upgrade the skills and living conditions of migratory farm workers and their children.

ED 002 658

PROVIDING EDUCATION FOR MIGRANT CHILDREN.
Potts, A.M., Colorado State Dept. of Education, Denver, 1961, 78p.

Problems characteristic to educating the migrant child and the structure, content, and methodology of education that would meet the needs of migrant children were studied. The study was confined to migratory people who traveled in families and were domestic Americans. Topics studied included the administrative organization of the educational programs, financial support of educational programs, social understanding, movement of migrants, causes of migration, aptitudes of migrants, curriculum needs, classroom methods, and teacher needs and preparation. Methods used included factual research studies, experimental studies, conferences, and workshops designed to broaden the readiness of teachers and administrators to deal with the problems of educating migrant children. The study was centered in the Inter-Mountain Stream of the Southwest whose population was composed of Spanish, Anglos, and Indians. At least 95 percent had permanent homes to return to after seasonal work. Wage income from seasonal work in 1956 averaged $781 per worker, and averaged $1,145 per male family head. Although six or seven percent of the children were ahead of their age-grade status academically and 67 percent were behind, all were behind in social maturation. Twenty-three recommendations were made on the improvement of migrant children's education. They included encouraging migratory children to attend a make-up school facility, revising school laws to provide compulsory attendance, establishing a migrant education section in the State department of education, providing a first-class program to meet the special needs of the children and adequate funds to run it, emphasizing the development of communication abilities in the curriculum, establishing adult education and child care centers, designing special testing instruments for multi-cultural children, and providing other changes that were necessary in the educational set-up in Colorado if the needs of migratory children were to be met adequately.

ED 002 661

SUMMER SCHOOL FOR MIGRANT CHILDREN.
Bruno, Louis, Washington State Office of Public Instruction, Olympia, 1964, 17p.

Educational obstacles for migrant children included frequent movement from state to state, parental indifference, adjustment to new situations, placement tests, low

income, poor housing, inadequate sanitation, meager medical facilities, social discrimination, reluctance of schools to expand facilities on a temporary basis, lack of clothing and food, lack of school appropriations, and language barriers. A summer school pilot project was set up for Spanish Americans and for Canadian Indians. Classes for the most severely handicapped were held. Personal invitations, radio broadcasts, newspapers, teacher contacts, and bus transportation were employed as means of inducing attendance. Basic instruction was given in language arts and arithmetic. Little attention was given to health because of a lack of time. Though valuable gains were made by those who attended the summer school, the period was too short and those most in need of help did not attend. Specially-trained teachers were needed to give enough individualized attention and to overcome the language barrier. Photographs depicting activities during the program were included.

ED 002 664

HISTORY OF FEDERAL INTEREST IN MIGRANT EDUCATION.
Heathershaw, John G., Florida State Univ., Gainesville, 1958, 11p.

During the depression of the 1930's recognition was given to the plight of migratory workers. As a result of the studies of several governmental agencies, a Farm Labor Camp Program was developed to provide housing, medical care, child care, and community activities for seasonal farm workers. During World War II the demand for seasonal farm workers increased, but living conditions did not improve. After the war the farm labor program gained greater importance. Efforts were made to stimulate public and private interest and provide State and Federal legislation but little progress was made. In 1950 legislative action helped migratory children get out of the fields and into school. A presidential commission collected information concerning migrants and prepared a report to aid in developing goals and programs. Although interest was aroused in the problems of migratory workers and their children, little action was taken until the creation of The President's Committee on Migratory Labor in 1954. To implement the Committee, the Working Group was organized as a planning, coordinating, and reviewing body to develop guides for program emphasis. A list of these guides and the subcommittees which were formed was included. Results of the Working Group activities were gratifying; however, these activities cannot remedy the situation until State governments adopt and enforce them. Teamwork by Federal, State, and community agencies has been important in attaining the President's objectives. A summary of the problems

in the fields of transportation, rest camps, housing, loan facilities, health and welfare, and education which the Presidential Committee acted upon was included.

ED 002 667

MIGRANT CHILDREN SUMMER SCHOOL PILOT PROGRAM.
Washington Office of Public Instruction, Olympia, 1962, 22p.

The summer school pilot program for children of migratory workers attempted to develop instructional techniques related to the specific learning difficulties of migrant children, to help migrant children overcome educational deficiencies, and to determine the feasibility of providing summer school opportunities for migrant children. The cost, financed by the state and the local school district, was approximately $1,160 for 32 students for a six-week period. Transportation was included. Success was credited to an enthusiastic and understanding teacher who visited with the families, small classes and a highly individualized schedule, high school students used as assistant teachers, interesting instructional materials, a variety of activities, and provision of transportation. Improved attitudes to learning and to school were apparent in pupils and in parents. It was concluded that migratory workers will take advantage of summer schools and children will attend regularly. However, a planned information program that utilizes the native tongue is necessary. It was recommended that the program be continued, that additional summer pilot programs be established, that approximately $10,000 be budgeted for summer schools during 1963-65, that school districts explore the possibility of establishing laboratory experiences for student teachers in the summer school programs, and that more detailed enrollment and attendance records be acquired to understand the nature and extent of the educational needs of migrant children in Washington schools. Photographic illustrations and a bibliography accompany the report.

ED 002 688

FOURTH ANNUAL CONFERENCE ON FAMILIES WHO FOLLOW THE CROPS.
Governor's Advisory Committee on Children and Youth, Sacramento, 1964, 53p.

A conference was held to examine the realities of problems of migrant workers from the points of view

of the grower, the worker, the consumer, and the State of California. The trend has been toward mechanizing agriculture, ceasing the importation of Braceros and other foreign labor, and recruiting many new families to agriculture for domestic work. The problems of temporary employment involve a low income; the lack of stable, permanent homes; and a lack of communication between crews and employers. The Federal government and State governments can take responsibility for improving conditions through legislation and other means. Rearranging and strengthening migratory routes and taking steps to assure farm workers of their fair share of the national prosperity should be undertaken. Efforts to improve housing, sanitation, health, wages, education, fringe benefits, living standard, and the incentive gap between agriculture and industry are needed. Suggested measures for improvement include provision of a community development worker to help citizens organize neighborhood councils for self-improvement, a voter registration campaign, and the redirection of existing resources by public and private agencies into community development programs.

ED 002 694

ORIENTATION CLASSES FOR IN-MIGRANT TRANSIENT CHILDREN.
Great Cities School Improvement Program, Milwaukee, 1961, 36p.

A three-year study of the orientation of in-migrant transient children was initiated in September, 1960. Part one gives an overview of the project for the school year 1960-61. It reviews the organization of the orientation classes, the in-service program, community orientation, and reports of special services given to the project classes. Part two contains examples of curriculum units that proved successful in orienting the in-migrant transient children to the school and the community. Included for each unit are lists of books, films, and instructional materials which were found helpful. The curriculum is determined by the academic, social, and emotional needs of the children enrolled. The most common academic need is the ability to read and write at a level commensurate with pupil age and interest. Small group or individual instruction is most effective. The unit approach in social studies, health, and science provides group experiences. Field trips into the community provide bases for unit study and can become the core for the curriculum through which basic skills, understandings, and attitudes can be taught. Social behavior units develop important everyday living courtesies involved in eating breakfast, attending a birthday party, or giv-

ing a tea party for parents. Detailed handling of such units is given and the schedules point out opportunities for integration of the several content areas. Sections are devoted to development of classroom climate and methods by which a teacher plans the school day. Both are important phases of the educational program for orientation classes.

ED 002 722

ORIENTATION CLASSES FOR IN-MIGRANT TRANSIENT CHILDREN.
Milwaukee Public Schools, Wisconsin, 1962, 26p.

A three-year study of the orientation of in-migrant transient children was initiated in September, 1960. Second Report, 1961-62, supplements the first year's report and includes observations by personnel. Eligibility for placement and transfer procedures in orientation classes are described for elementary, junior, and senior high school students. Students are generally those with culturally different backgrounds and language barriers, those who have come from out-of-state without school records, and those who have moved frequently within the city and show adjustment and educational difficulties. Programing of instruction is according to individual needs. When a student is placed in a regular class, there is periodic followup. Observation of children enrolled in the orientation classes shows favorable results in adjustment, behavior, attitude, and achievement. Teachers show a better understanding of special service personnel, such as the school social worker and psychologist. The schedule of the preschool workshop and in-service education program is given. Monthly meetings of project personnel focus on case studies, curriculum planning, teaching techniques, and group planning activities. School-community orientation is continued, to help people in the community to be aware of the needs of the culturally different. Reports of welfare counseling and psychological and health services show that good working relationships among all individuals involved produce encouraging results.

ED 003 439

SOUTHWESTERN STATES DEVELOPMENTAL PROJECT RELATING TO EDUCATIONAL NEEDS OF ADULT AGRICULTURAL MIGRANTS.
Orr, Calvin R., et al., Colorado State Dept. of Education, Denver, 1965, 92p.

A study was conducted to identify the circumstances and needs of adult migrant agricultural workers and to determine the educational treatment of these needs. The State Departments of Education of Arizona, Colorado, New Mexico, and Texas plus the Colleges of Education of Arizona State University, University of New Mexico, University of Texas, and Adams State College (Colorado) cooperatively conducted the study. Research assistants from each state were selected. Meetings were held regularly and research duties delineated. The four individual state reports were then drawn together to present a comprehensive picture of the migrancy problem and the educational implications. The major findings are discussed under these headings: (1) amount of migrancy, (2) new trends in migrancy, (3) the composition of the migrant group, (4) the culture of the migrants, and (5) the education of migrants. Conclusions state (1) the problems of migrancy are basically centered on poverty, (2) migrant problems must be attacked in specific areas primarily with education, (3) special counseling, employment, health and recreational services, and community education programs must be provided, and (4) the migrant problems should be attacked with a cooperative four-state approach. (AL)

ED 010 745

ORAL EXPRESSION, REMEDIAL SPEECH AND ENGLISH FOR THE MIGRANT CHILD, GRADES ONE - TWELVE.
Shields, Virginia, Collier County Board of Public Instruction, Naples, Florida, 23p.

This document analyzes a program of oral expression, provided in Collier County, Florida, to assist migrant children in (1) speaking English fluently, (2) using words correctly, (3) developing correct speech habits, and (4) encouraging speech and language interest along with self-evaluation and improvement. Discussed are the program's goals and the materials used, the "Miami Linguistic Readers" and the "Fries American English Series." The publication presents outlines which include language development, choral reading, and speaking experiences developed for the lower elementary grades (1-3), the upper elementary grades (4-6), the junior grades (7-8), and the high school grades (9-12). Fundamentals of speech are substituted for choral reading in the high school grades. (RB)

ED 010 746

THE TEACHING OF ENGLISH TO NON-ENGLISH-SPEAKING MIGRANTS.
Vito, Lawrence, Collier County Board of Public Instruction, Naples, Florida, 35p.

This provisional guide for teaching English to non-English-speaking migrants presents the usual English linguistic problems of Spanish-speaking learners--consonant sound problems, vowel sound problems, consonant cluster problems, language rhythm problems, and intonation problems. Aids to Spanish usage and pronunciation, including vowel sounds, consonants, syllable stress and division, and dipthongs, are discussed, and teaching materials and teacher guidelines are recommended. Included are English-Spanish comparisons for names of children, familiar classroom expressions, and formal expressions used with adults. Books I and II of Fries American English Series in identification of patterns are outlined. A short bibliography is included. (RB)

ED 010 747

SOME NEW APPROACHES TO MIGRANT EDUCATION.
Croft, Fred A., Indiana State Dept. of Public Instruction, Indianapolis, 1967, 15p.

The author examines the Federal and the Indiana State laws controlling migrant education. He discusses both the Texas Migrant School Project of the Lower Rio Grande Valley and the problems which it presents to Indiana schools. The paper also lists the problems related to and the elements which should be considered in curriculum development for migrant students. (CL)

ED 010 961

EVALUATION OF TITLE III-B MIGRANT PROJECT OFFICE OF ECONOMIC OPPORTUNITY IN COLLIER COUNTY, FLORIDA.
Burnett, Calvin W., 1966, 16p.

This document contains the author's observations of, and recommendation to, the Collier County Schools' Title III-B Migrant Program. He discusses the schools, teachers, classes, environmental conditions, and community agencies which are helping migrant children achieve self-fulfillment. The author recommends that the following suggestions be implemented--analysis and

evaluations of the special classes and programs, social and cultural studies of the migrant workers, an increase of cocurricular activities and services in the schools, and a more effective integration of community services and educational programs. (JH)

ED 011 215

SOCIAL AND ATTITUDINAL CHARACTERISTICS OF MIGRANT AND EX-MIGRANT WORKERS--NEW MEXICO, COLORADO, ARIZONA AND TEXAS.
Ulibarri, Horacio, New Mexico University, Albuquerque, College of Education, 83p.

The purpose of this research report was to collect sociological data on the attitudinal orientation of migrant workers. The sample consisted of 65 persons of Spanish-American heritage. No attempt at randomization was made in selecting the sample. Data were collected using an open-ended type interview schedule. Those attitudinal characteristics specifically isolated for study were family, health, economics, government, children, religion, and recreation. Conclusions were drawn that (1) the sample showed present-time reward expectations in all areas, (2) great timidity and passivity was shown in the areas of education, health, and economics, (3) satisfaction was shown in family life although the nuclear family had in most cases replaced the traditional extended family, (4) they were futilitarian about the education of their children, (5) they showed tendencies of resignation to their economic status, and (6) the sample showed definite ethnocentric tendencies. (JM)

ED 011 217

FLORIDA "STATE" MIGRANT HEALTH PROJECT, ANNUAL PROGRESS REPORT 1964-1965.
Florida State Board of Health, Jacksonville, 1965, 171p.

The report discusses the housing, health services, sanitation, and health education programs for migrant agricultural workers in Florida. It states the objectives of each program, program accomplishments during the year, and suggestions for future programs. (CL)

ED 011 218

BETTER HEALTH FOR MIGRANTS.
Florida State Board of Health,
Jacksonville, 1965, 30p.

This issue of "Florida Health Notes" discusses Florida's migrants and the migrant health services provided by the State Board of Health and the County Health Departments. The following topics are discussed--their housing and sanitation facilities, their long working hours and low wages, their summer migration patterns, their health problems, and factors leading to their migrancy. Florida is attempting to assist the migrants by providing--health services through the Christian Migrant Ministry, improved hospitalization programs, the State's Migrant Health Project, making public health nurses, physicians, sanitarians, health educators, social workers, nutritionists, clinic-aides, equipment, and medications available for thirteen counties, and the health index referral system, for transferring health services information from county to county or from State to State. Florida has a migrant health coordinator to organize the activities of the State Board of Health and the County Departments with the work of other agencies and organizations. The publication concludes that a major health services problem is getting the migrants to avail themselves of the services that are presently provided. This article is published in "Florida Health Notes," Volume 57, Number 7, September 1965. (RB)

ED 011 471

PLANNING FLORIDA'S MIGRANT EDUCATION PROGRAM, REPORT OF THE WORKSHOP (CHINSEGUT HILL, JULY 18-27, 1966).
Florida State Dept. of Education,
Tallahassee, January, 1967, 113p.

This workshop report states the goals of the workshop, lists its participants, and provides excerpts from speeches made. Migrant adult education, migrant student education, migrant preschools, and the history of Florida's migrant education program are discussed. Methods are suggested to identify the migrant student's educational level, to transfer the student's data records, and to improve migrant education through inservice training projects. The report lists objectives, guiding principles, and criteria for inclusion in the migrant education program. The conclusion is a discussion of the value and development of the self-concept for school achievement, which the report states may be helped both by developing a positive attitude in the migrant child and by involving the migrant child's parents in school activities. (CL)

ED 011 805

BASIS FOR A PLAN OF ACTION FOR IMPROVING THE EDUCATION OF MIGRANT CHILDREN. A SUMMARY OF RECOMMENDATIONS MADE AT THE CONFERENCE ON THE EDUCATION OF MIGRANT CHILDREN AND YOUTH (JANUARY 1967).
Lopex, Leo, et al., California State Dept. of Education, Sacramento, Jan. 1967, 59p.

This document summarizes recommendations from the Conference on the Education of Migrant Children and Youth at Sacramento, California, September 23 and 24, 1966. The conferees proposed that these recommendations be incorporated into the California Migrant Master Plan for Improving the Education of Migrant Children. Eighteen educational needs of these children are identified, including six for personnel, seven for facilities, six for programs, and six in supportive areas. Included are a conference agenda and a list of attendees. A position paper on educational needs of migrant children and other papers on these needs are given in the appendixes. (DD)

ED 012 189

KNOWING AND EDUCATING THE DISADVANTAGED, AN ANNOTATED BIBLIOGRAPHY.
Potts, Alfred M., 2d, Adams State College, Alamosa, Colorado, 1965, 462p.

"Knowing and Educating the Disadvantaged" is an annotated bibliography of materials related to the education of migrants or the economically disadvantaged. It is arranged by both topic and title indexes. Topics include agriculture, American culture, directories, bibliographies, guides, handbooks, administration and organization of education, adult education, culture, early childhood education, elementary education, educational goals, health education, home economics, Indian education, migrant education, primary education, rural education, secondary education, education and general statistics, teacher education, vocational education, guidance and counseling, health, immigrants, Indian Americans, labor, language and language arts, legislation, migrants, minority groups, Negro Americans, poverty psychology, public relations, Puerto Ricans, sociology, Spanish Americans, and tests and testing. (CL)

ED 012 195 NOT AVAILABLE FROM EDRS

DIGNITY OF THEIR OWN. HELPING THE DISADVANTAGED BECOME FIRST-CLASS CITIZENS.
Koch, William H., Jr., 1966, 190p.

This book is a close-up view of the "low-status" agricultural worker, based on and built around three actual case studies of the Migrant Citizenship Education Project. Conducted under a grant to the Division of Christian Life and Mission of the National Council of Churches, this project succeeded in establishing principles for self-help programs that could be used by any community in working with its underprivileged groups. "Dignity of Their Own" provides practical tested-in-action principles to serve as guideposts for those who would reach across the barriers that separate the "low-status" people from the rest of society. This book was published by Friendship Press, 475 Riverside Drive, New York, New York 10027, 190 pages, $1.95. (Author)

ED 012 626 NOT AVAILABLE FROM EDRS

THE HARVESTERS, THE STORY OF THE MIGRANT PEOPLE.
Shotwell, Louisa R., 1961, 244p.

This book describing the migrant world was written to (1) portray the complex setting in which migrant families of different ethnic backgrounds live and work, (2) identify the issues their migrancy raises for themselves, for the communities and states that recruit their labor, and for the national economy, and (3) attempt a prediction of what lies ahead for them. Part 1 contains information abouth the domestic migrants, Part 2, the foreign migrants, Part 3, the migrant "season," Part 4, the migrant ministry, and Part 5, the future of the migrants. Included throughout the book are a history of the migrant people and legislation which affects them, and the implications of technology for them. An extensive bibliography with selected annotations is given. This book was published by Doubleday and Company, Inc., Garden City, New York 11530, 244 pages. (RB)

ED 012 630

PROPOSED CURRICULUM PROGRAM FOR TEXAS MIGRATORY CHILDREN.
Texas Education Agency, Austin, Oct. 1963, 215p.

A study on educating migrant children concluded that a 6-month school providing the same instructional time as a 9-month school would better serve these children. An advisory committee recommended a nongraded continuous progress curriculum giving priority to English, then mathematics, and then social studies. Detailed curriculum outlines are presented by subject and by grade. Included are objectives, motivations, activities, course content, evaluation, and available materials. (SF)

ED 012 632

PROBLEMS OF CHILDREN, YOUTH, AND EDUCATION AMONG MID-CONTINENT MIGRANTS.
Metzler, William H., Sargent, Frederico, June 1962, 12p.

This document presents the results of a 1957 survey made in six specially chosen southern Texas cities, where migrants were questioned regarding (1) family characteristics, including movement, employment, earnings the previous year, family size, and cultural background, and (2) problems causing educational difficulties for their children. Current trends and projects which are helping to alleviate some of the problems are named and briefly discussed. This article is a reprint from "The Southwestern Social Science Quarterly," June 1962. (EC)

ED 013 126

MIGRANT HEALTH PROGRAM, NEW JERSEY, 1964.
Dougherty, William, et al., New Jersey State Dept. of Health, Trenton, 1964, 188p.

A major effort was mounted to increase, extend, and improve health services for migrant agricultural workers in New Jersey during the second year of operation, 1964. The migrant health program provided: (1) service to 453 camps, (2) opportunity for 5,000 persons to communicate with the nurse or other health worker who visited the camp, and (3) direct visits to over 1,300 persons for many reasons, principally tuberculin screening and health counseling. Trials of services beyond basic screening and immunization programs were

conducted in nutrition, dentistry, and health education. Hospital participation in migrant health activity was expanded. However, a deficit in funds for in-patient care was a problem. Progress was noted in the development of effective communication channels between the migrant in need and the professional worker. Reports of the 1964 effort are presented under the following headings: local medical leadership, emergency medical care, maternity services, dental services, migrant clinics, migrant school health services, camp visitations, medical social services, health education, sanitation and accident prevention. Appendices present statistics, workshop and conference notes, and case studies. (SF)

ED 013 130

MIGRANT NON-CURRICULAR SUPPORTIVE EDUCATION PROGRAM, PILOT PROJECT NUMBER CG 8561 A/1. EVALUATION REPORT.
Pittman, Kenneth C., et al., Collier County Board of Public Instruction, Naples, Fla., July 1966, 36p.

The purpose described was to initiate compensatory language arts and mathematics programs for migrant children in Collier County, Florida. Each school principal was given an allocation of funds and the responsibility for implementation of the program. Additional teachers and ancillary personnel were employed. Selection of students was accomplished by the subjective opinions of the regular classroom teachers. Only limited objective data were obtained during the four months of program operation. The results of the various test administrations are exhibited in tabular form. (ES)

ED 013 157

TEXAS MIGRANT LABOR, THE 1966 MIGRATION.
Good Neighbor Commission of Texas, Austin, March 1967, 46p.

The calendar year 1966 was the second full year in which no braceros were imported from Mexico. Critical labor shortages occurred in some areas, however, the domestic labor supply became more stable and fewer problems were experienced than in 1965. The majority of Texas migrants live in South Texas and approximately 95 percent of them are of Mexican extraction. Most of the other five percent are East Texas Negroes. The mechanization of harvesting some crops and the expiration of the Bracero program have caused more Texas migrants to seek employment outside of the State. Some

104,000 persons migrated from Texas for seasonal farm labor in other States. Of this number there were 36,000 youths under sixteen. In the Fall of 1963, the Texas Education Agency instituted special six month migrant educational programs in five South Texas school districts. During the Summer of 1966, preschool courses were conducted for 20,000 non-English speaking children. Many of these programs were coupled with OEO which provided nutritional, health, and special services in addition to education. Tables are included which show (1) a breakdown of migrant families by age and sex, (2) the percent of mechanized cotton harvesting by counties, (3) numbers of cotton pickers and strippers in use in Texas, and (4) principal counties of residence of migrants. Also included are the proposed migrant bills to the 58th, 59th, and 60th Texas legislatures and a glossary of terms. (ES)

ED 013 161

A SUMMARY OF THE OFFICE OF ECONOMIC OPPORTUNITY PROGRAMS FOR MIGRANT AND SEASONAL FARM WORKERS.
Educational Projects, Inc., Washington, D.C., Feb. 1967, 104p.

It was stated in the Introduction that 7.5 million migrants and other seasonal farm laborers comprise one quarter of the nation's poor. Little action has been taken to meliorate the poor conditions of these workers until passage of the Economic Opportunity Act of 1964. OEO has approved grants for farm worker antipoverty programs in 35 States. The grantees have placed a high priority on education, however, the emphases in these programs are varied. This publication presents a list of programs with the following information: (1) grantee, (2) director, (3) type of agency, (4) counties served, (5) types of programs, (6) number of staff members, (7) total funds allocated, and (8) whether the programs were funded in the fiscal years of 1965, 1966, and 1967. (ES)

ED 013 673

REPORT AND RECOMMENDATIONS OF THE CONSULTATION ON SERVICES TO CHILDREN IN THE EAST COAST MIGRANT STREAM (LAKE BYRD CONFERENCE CENTER, AVON PARK, FLORIDA, FEBRUARY 1-3, 1965).
Stockburger, Cassandra, National Committee on the Education of Migrant Children, Feb. 1965, 40p.

One hundred participants representing fourteen East Coast States were invited to a conference on services to children in the East Coast migrant stream. The keynote speaker expressed concern for the Southern workers who migrate to the Eastern Seaboard, and suggested a coordination of services to provide education, health, security, jobs, social status, and personal creative development for these people. A panel of migrant workers stated that specific improvements were needed in housing, salaries, recreational facilities, day care services, educational facilities, and the number of teachers and scholarships available. Another panel, representing a cross section of community and private agencies, indicated that a lack of communication and community support in providing services were the major problems encountered by these agencies. A third panel, reacting to the two previous panels, concluded that better planning of services was needed. Reports and recommendations were presented from interest and work groups and the conference concluded with a recommendation that several program guides be submitted to the OEO. (JS)

ED 013 675

REALITY, RESPONSIBILITY AND RESPECT IN THE EDUCATION OF CHILDREN FROM FAMILIES WHO FOLLOW THE CROPS.
Heffernan, Helen, California State Dept. of Education, Sacramento, Feb. 1964, 12p.

The interrelatedness of the education, nutrition, health, clothing, social customs, and housing problems of the migrant child are discussed with the point being to show their importance and the effect of their lack on a child's development. Further discussion takes up the effect of these factors upon the child's personality development and his adjustment to a different cultural setting. The influence of the migrant child's lack of knowledge of science, mathematics, reading, writing, speaking, and the arts, upon his environment must also be considered. The paper concludes with a discussion

of the American people's responsibilities to these migrant workers, upon whom they depend so much. Child care centers, English language instruction, summer schools, pre-schools, and better housing must be provided. An effort should also be made toward parent-teacher cooperation to foster better relationships between the migrants and the community. This paper was presented at the Fourth Annual Statewide Conference on Families Who Follow the Crops, Sacramento, California, February 1964. (CL)

ED 013 676

FARM WORKERS IN A SPECIALIZED SEASONAL CROP AREA, STANISLAUS COUNTY, CALIFORNIA.
Metzler, William H., California University, Berkeley, Giannini Foundation of Agriculture, July 1966, 97p.

Specialization in the crops best adapted to the local area is seen as a highly productive system of agriculture, but by creating the need for large numbers of workers for short periods of time, it causes unemployment and migration. A survey of fruit and vegetable workers in Stanislaus County, California in 1962-63 reveals: (1) their earnings are about one-third the wages of those in non-farm employment, (2) a majority have no firm attachment to seasonal farm work, and (3) there is a sharp division of labor forces, in which the Anglo and Spanish-American performed fruit operations and imported workers picked tomatoes and melons. Two considerations are presented toward developing a stable labor force: (1) increased year around employment is needed, and (2) a local seasonal labor force should be developed to take care of peak seasonal needs. Three groups of migrants are identified and possible courses of action presented to stabilize the labor force. Information presented about migrants includes tables showing earnings, experience, household characteristics, migrancy patterns, types of work performed, age and education, and days. (SF)

ED 013 680

TEXAS STATE DEPARTMENT OF HEALTH MIGRANT PROJECT. ANNUAL REPORT.
Texas State Dept. of Health, Austin, 1966, 44p.

In the State of Texas approximately 167,000 agricultural laborers migrated during 1965, usually following four described migration patterns. Seven public

health nurses provided health services to these migrants in the form of immunization programs, tuberculin testing, and followup services. Sanitation services in the various communities included water sampling, rodent control, and vector control. Health education services are categorized in the form of staff meetings, inservice programs, and orientation, consultation programs, working with other community agencies, providing health education materials, and sponsoring special activities. Twenty-two approved migrant health projects are listed according to addresses and services. Appendices which contain pertinent forms used in various migrant programs conclude the report. (JS)

ED 013 681

STATE OF CALIFORNIA MIGRANT MASTER PLAN.
California State Office of Economic Opportunity, 1965, 73p.

The Economic Opportunity Act of 1964 provided funds for establishing migrant service centers throughout California. The statewide plan, which envisioned a comprehensive service support plan for migrants away from home, consisted of programs with the following services: (1) housing, (2) health, (3) day care, (4) education, (5) field and camp sanitation, and (6) rest stops. This pamphlet includes instructions for preparing applications for migrant programs, and the fiscal policy controlling the programs. (ES)

ED 013 692

TESTING IN ADULT BASIC EDUCATION PROGRAMS CATERING TO SEASONAL AND MIGRANT FARMERS.
Pinnock, Theodore J., April 1967, 8p.

The purpose of testing in seasonal and migrant farmers' educational programs is not for measurement but for diagnosis of the degree and intensity of help needed. Tests should be administered by the teacher two or three weeks after class begins when possible. They should be scored carefully, and the results analyzed and interpreted. The author recommends that the results should serve the following purposes: (1) diagnose participants' needs, either individually or as a group, (2) determine the initial placement of the participants, (3) help measure achievement and progress within the group, (4) help discover what changes should be made in the teaching program or teaching methods, and (5) determine the eligibility of the student for an elementary or secondary diploma. (SF)

ED 013 699

FLORIDA MIGRANT HEALTH PROJECT. FOURTH ANNUAL PROGRESS REPORT, 1966-1967.
Florida State Board of Health, Jacksonville, 1967, 285p.

The Fourth Annual Progress Report of the Florida Migrant Health Project indicates that in 1966-67 there was an appreciable increase in the amount and variety of migrant health services rendered, the number of migrants contacted, and the activities performed by project personnel. Migrant health service referrals increased by 1,222 over the same period the previous year. The number of medical clinics increased, providing such services as dental clinics, vision tests, medical services, nursing, and diabetes screening. Some advances were made in improved migrant housing and health education activities. Plans for the future call for an intensive venereal disease program, inpatient hospital care, resumption of vision, dental, and diabetes screening, additional medical and dental clinics, and holding a migrant health services conference. (JS)

ED 014 349

EVALUATION REPORT FOR MIGRANT PROGRAM, SCHOOL YEAR 1966-67. TITLE I ESEA (P.L. 89-750).
Collier County Board of Public Instruction, Naples, Florida, Oct. 1967, 80p.

The primary purpose of this program was to effect changes in the level of development of the educationally and culturally deprived migrant children in the three school districts of Collier County, Florida. Specific objectives were: (1) to help migrant children overcome their educational deficiencies, (2) to assist migrant children and their families gain a sense of personal worth and dignity, (3) to develop the specific instructional techniques to be used with migrant children, (4) to determine the feasibility of providing summer opportunities for migrant children, and (5) to improve the physical well being of migrant children. The most pressing needs of migrant children were diagnosed as an inadequate command of the English language, nutritional and health deficiencies, reading disability, and parental apathy combined with financial insecurity. Some of the more innovative and exemplary activities included the compensatory education program, special summer classes for migrants, special education, and the

work-study program. Extensive inservice education programs were conducted for all elementary teachers of Collier County with particular emphasis on teaching bilingual and disadvantaged migrant children. (ES)

ED 014 364

AN INVESTIGATION OF MEXICAN-AMERICAN MIGRANT CHILDREN POPULATION IN IDAHO AND THE EDUCATIONAL OPPORTUNITIES PROVIDED BY SELECTED SCHOOL DISTRICTS. Soderstrom, Joan, Idaho State University, Pocatello, College of Education, April 1967, 213p.

In Idaho the major industry is agriculture, requiring the employment of seasonal farm laborers, who are predominantly Americans of Mexican and Spanish descent from South Texas. The children of this labor group are confronted with grave educational problems, some of which are: high mobility, limited cultural environment, and language differences. The purpose of the study was to determine: (1) the status of education for the children of these families in Southern Idaho, and (2) the specific school districts within selected geographic areas which were affected by the migratory children. The data were collected through the use of a questionnaire which was administered to the superintendents of twenty-eight Southern Idaho school districts. An extensive review of related research and literature is included. The findings reveal the following: (1) there were enough migrant children in specific locations in Southern Idaho to warrant the development of educational programs appropriate to their unique needs, (2) more cooperation was needed among the various agencies dealing with migrants and their problems, (3) the lack of awareness on the part of some school superintendents concerning migrant child educational problems, and (4) the exact number of school age children could not be determined from the available data, but the estimates could possibly serve as a base to be verified by a follow-up study. Master's thesis. (ES)

ED 014 367

A SCHOOL AND HEALTH RECORD TRANSFER SYSTEM FOR MIGRATORY CHILDREN OF MIGRATORY AGRICULTURAL WORKERS (CALIFORNIA).
California State Dept. of Education, Sacramento, 1967, 5p.

The California State Department of Education has adopted a uniform transfer system for children of migratory agricultural workers. Each school district enrolling migrant children must complete a standardized form for each migrant child and forward it with the pupil when he withdraws from school. A copy also must be forwarded to the State Department of Education. This instructional guide provides the specific instructions for implementing the transfer system and completing the standardized form. A copy of the form is attached. (ES)

ED 015 031

SOUTHWESTERN STATES DEVELOPMENTAL PROJECT RELATING TO EDUCATIONAL NEEDS OF ADULT AGRICULTURAL MIGRANTS. THE ARIZONA REPORT.
Moore, Harold E., Schufletowski, Charles, Arizona State University, Tempe, College of Education, Jan. 1965, 104p.

A study of educational needs of migrants was conducted from September through December, 1964, in Arizona, Colorado, New Mexico, and Texas. This report, concerned with the Arizona study, identified the most complicated problem as the lack of coordinated attack on migrant social, economic, health, and educational relationships by local, State, and Federal agencies. After the survey of State problems, two Maricopa County communities were selected to provide more specific data. Employment problems identified include: (1) changes due to the discontinuation of the Mexican Bracero program, (2) dormitory versus family housing units and sanitation conditions, (3) low wages, (4) poor diets, consisting mostly of carbohydrates and lacking in proteins, and (5) alcoholism and its effect on job performance. Current programs surveyed were the migrant family health clinic, the Migrant Ministry, a dental mobile field clinic, a training program in home economics, and some public school programs. (SF)

ED 017 356

COORDINATION OF PROGRAMS FOR MIGRANTS, WORKING PAPER FOR NATIONAL MEETINGS ON MIGRANT PROBLEMS.
Wey, Herbert, Miami University, Coral Gables, Florida, 1968, 17p.

Title III-B of the Economic Opportunity Act of 1964 and Title I of ESEA represent the first major financial efforts directed toward the problems of educating migrant children. OEO has established literacy centers for adults, and made vocational training available to many migrants. The State Departments of Education, with money from ESEA, have begun to develop, collect, and disseminate migrant educational materials, and in a few instances have initiated interstate cooperation, which is a definite requirement if migrant education is to be successful. Further efforts should be directed toward the organization of a national network of migrant education centers which would have as its objectives the following: (1) coordination of all migrant programs, (2) extensive experimentation in migrant education, (3) development of instructional materials, (4) training and retraining of teachers of migrants, (5) training of migrant aides, (6) training of migrant specialists, (7) provision of consultant assistance, and (8) the evaluation of those present and future migrant programs which receive funds from State and Federal sources. (ES)

ED 017 359

SCHOOL BELLS FOR MIGRANTS.
Blubaugh, Ronald, Office of Education (DHEW), Washington, D.C., March 1968, 3p.

In California, 66 school districts in 43 counties have some type of migrant education program. The Federal government supplied $1.4 million in 1966, which provided some assistance to 10,000 of the estimated 78,000 migrant children. A three-county demonstration project conducted by 14 school districts in the San Joaquin Valley provided: (1) individualized instruction from bilingual teacher's aides and language specialists, (2) special textbooks aimed at the problems and deficiencies of the migrant child, (3) field trips, (4) intensified instruction in English, (5) evening tutoring and the use of a library in the migrant housing camps, and (6) summer classes. Efforts are being made to coordinate record transfer among the States of California, Texas, Arizona, Oregon, and Washington. California's data processing

center at Sacramento is being utilized as a central records repository. This article appeared in "American Education," March 1968, pp. 5-7. (SF)

ED 018 316

REPORT AND RECOMMENDATIONS OF THE CONFERENCE ON FAMILIES WHO FOLLOW THE CROPS (5TH, DAVIS, MARCH 20-21, 1967).
Wood, Mrs. Wilson W., California Governors Advisory Committee on Children and Youth, March 1967, 159p.

This document, written in both Spanish and English, contains the proceedings of a conference concerning migrant problems. Special reports are made on the history of the conference, the current situation in California agriculture, and the plight of the California agricultural laborer. Reports and recommendations are presented from various workshop committees on such topics as migrant youth, agricultural economics, health and medical services, education of youth and adults, housing and community development, consumer economics and legal aid, and community involvement. Additional copies available by writing to the Governor's Advisory Committee on Children and Youth, 401 State Building No. 1, Sacramento, California 95814. (JS)

ED 018 317

PROJECT MOVE AHEAD, DEVELOPMENT OF A PROGRAM FOR STUDENTS FROM MIGRANT AGRICULTURAL FAMILIES IN THE PUBLIC SCHOOLS OF THE MESILLA VALLEY, NEW MEXICO.
Southard, J.K., et al., Las Cruces School District, New Mexico, 1967, 21p.

In the summer of 1967, work was initiated by 3 public school systems in Southern New Mexico to provide an educational program for migrant agricultural families. The initial effort involved a survey to identify migrant youth and their needs. Community agencies and the 3 school systems then determined priorities and constructed materials for the presentation of a daily radio program which was broadcast to all schools. In-service education of teachers and a teacher aide workshop was also conducted. The basic purpose of the educational program was to improve the self concept of the migrant student and his family by means of broadcasts, follow-up activities, newsletters, and home and community contacts. A sample lesson plan and newspaper articles are included to describe the program. (JS)

ED 019 152

A PROGRAM FOR CHILDREN WHO FOLLOW THE CROPS.
Thonis, Eleanor, Yuba County Schools, Marysville, California, Jan. 1966, 96p.

The 1965 summer program for migrant children in Marysville, California, included kindergarten, primary, and intermediate classes whose objectives were: (1) to teach English as a second language to the children, and (2) to improve each child's self concept. Transportation and meals were provided for all of the children, and clothing was found for those who needed it. Many of the teaching and evaluating methods which were used are discussed in detail. The summer school opened on July 26, and continued through August 23. Total enrollment numbered 123, with an average daily attendance of 64.89. Appendices of this report contain the summer's budget, forms and records kept during the program, samples of students' work, and both a book and film bibliography. (CL)

ED 019 162

SUMMER MIGRANT PROJECT, UNIFIED SCHOOL DISTRICT NUMBER 467, WICHITA COUNTY, LEOTI, KANSAS. EVALUATION REPORT.
Harris, Alton E., Leoti Unified School District No. 467, Kansas, 1967, 29p.

The Unified School District 467 conducted a summer remedial program for 121 migrants and 19 non-migrants in cooperation with the Leoti Community Services and the local Office of Economic Opportunity. The project offered a health and food service in addition to the educational curriculum. The curriculum for grades kindergarten through 6 was academic, social, and physical in nature, consisting of art classes, rhythm band, field trips, reading, arithmetic (computation, problem solving), and language. The educational needs, program objectives, and classroom procedures are discussed. Student evaluation was performed through weekly notations, teacher constructed tests, and pre- and post-forms of the Metropolitan Achievement Tests in reading, arithmetic, and language. Discussion is presented of the program's effectiveness, achievements of the program, staff, local dissemination, and inservice training. Included are 30 charts relating data of tests results, attendance, food service, and the financial report. (JH)

ED 019 164

PROGRAM GUIDELINES FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS.
McGowen, Dewey, Jr., Connecticut State Dept. of Education, Hartford, 1968, 24p.

The children of agricultural migrant workers are educationally and socially disadvantaged. In order to provide an educational program for these youngsters, four basic principles should be considered: (1) affection is a basic need of children, (2) every individual has the potential to grow in his own way, (3) growth is interrelated with readiness, and (4) each child must be provided a series of meaningful experiences. Project objectives, evaluative criteria, and guidelines for conducting migrant educational programs in Connecticut are presented in this booklet. A list is also included locating the seasonal agricultural activities in the State. (ES)

ED 019 165

EDUCATIONAL PROGRAM FOR CHILDREN OF MIGRATORY AGRICULTURAL WORKERS UNDER THE PROVISIONS OF TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.
McGowen, Dewey, Jr., Connecticut State Dept. of Education, Hartford, Nov. 1967, 15p.

A special educational program for agricultural migrant children was implemented in Connecticut during 1967. Eighty children in 4 school districts participated in this program which was supported under Title I of ESEA. Special emphases were placed on individual language instruction and self evaluation by the students. Teachers and other staff members carried on an extensive home visitation schedule. The most effective instructional activities were the field trips (days at the shore, park, zoo, and farm), where cameras were utilized, and later in the classrooms the pictures were used for reinforcement. (ES)

ED 019 175

DOMESTIC MIGRATORY FARMWORKERS PERSONAL AND ECONOMIC CHARACTERISTICS.
Rapton, Avra, et al., Dept. of Agriculture, Washington, D.C., Sept. 1967, 36p.

Work experience, personal characteristics, trends, and contrasts of migratory farmworkers in the United States are presented for the years 1962 through 1966, with emphasis on 1965. Selected characteristics of age, sex, chief activity during year, household relationship, size of household, color, farm and nonfarm residence, tenure, and education are discussed. The conditions of migratory work include migratory work routes and area of residence, interstate and intrastate migration, farmwork done in home base county, longest distance traveled, crew membership, number of farm employers during year, return to home base county by December, children under 14 in households headed by migratory workers, number of days worked, and family income. Explanatory notes are given explaining working force, population coverage, definitions, and reliability of the estimates. Twenty-two tables and 16 literature citations are included. (JH)

ED 020 028

A STUDY OF MIGRANT WORKERS IN SOUTHWEST OKLAHOMA.
Tinney, Milton W., Oklahoma State Employment Security Commission, July 1965, 85p.

A study of migrant workers in the 5 Southwestern Oklahoma Counties of Greer, Harmon, Jackson, Kiowa, and Tillman was conducted in 1964 by the Oklahoma State Employment Service. Approximately 15,000 agricultural migrants come into the area each year. The survey found that these people were predominately Spanish-speaking, from Texas, earned less than $1,000 per family per year, had a median age of 13.7 years, and expressed an interest in special training. Of the agricultural employers surveyed, 80 percent employed migratory labor despite increased mechanization. Most growers depended upon the cotton gins to furnish housing for workers. Little correlation was found between ages of migrant children and grades in school, due to family movements and varying school vacation practices. Very few health services were available to migrants surveyed and most welfare programs had residence stipulations. The outlook for the future indicated that growers and ginners expected a decline in the need for migrant labor, thus necessitating changes in methods of livelihood on the part of most migrants. (SF)

ED 020 032

A SCHOOL TRANSFER RECORD SYSTEM
FOR FARM MIGRANT CHILDREN.
Haney, George E., Office of Education
(DHEW), Washington, D.C., 1965, 30p.

The lack of school transfer records for the children of migrant farmworkers is a major problem in providing continuity in the educational program of these youngsters. In an attempt to coordinate the transfer of migrant farm children, this bulletin of practical suggestions and sample forms has been prepared. The suggested forms for use with migrant children include: (1) a pupil's portable record which is designed for the pupil to carry from school to school, (2) a parental notice form which encourages the parents to take an active interest in school, (3) two request forms for school and health records, (4) an advance notification form to alert the receiving school that certain youngsters will be enrolling in a short time, (5) a pupil enrollment record, and (6) a summer school record. Instructions for completing these forms are included in the final section of the bulletin. (ES)

ED 020 042

FIRST COME LOVE AND UNDERSTANDING.
Murphy, Sara, Southern Education
Reporting Service, Nashville, Tenn.,
March 1968, 8p.

As a result of a study by the Arkansas Department of Education on the needs of migrant children, a grant was obtained for the purpose of establishing a special summer school program for migrant youth in the extremely economically depressed Springdale, Arkansas, School District. This site was chosen because of its close proximity to a large migrant labor camp and the characterization of its schools as having an extremely high dropout rate (as high as 50 percent in the all-Negro Childress High School and between 10 and 15 percent in the formerly all white Wynne High School). Most youngsters in this category are required to abandon school in order to assume a large share of the financial responsibility of the family. Emphasis of the special summer school program has been on the creation of an atmosphere in which success may be easily achieved. An important aspect of the program is a series of home visitations by the teachers involved to enable them to gain insights into the background of the children so

that help in the form of food, clothing, and needed medical attention may be dispensed with maximum effectiveness. Parent-teacher conferences have met with very good success in many instances. This article appears in the "Southern Education Report," Vol. 3, No. 7, March, 1968. (DA)

ED 020 251

A SPECIAL PROGRAM FOR IN-MIGRANT AND TRANSIENT CHILDREN IN DEPRESSED AREAS. PROJECT PROPOSAL.
Milwaukee Public Schools, Wisconsin, 14p.

Proposed is the establishment of six experimental centers in Milwaukee to which in-migrant children would be referred when applying for public school admission. Because the schools face so many problems in properly placing these children, initial entry into an orientation center which would study, test, and offer remediation when necessary seems advisable. When they are ready, the children will be shifted to the appropriate regular or special classes. The educational program will be specially designed for these children, and psychological and social services will be available. Classroom activities will include use of audiovisual materials in teaching basic skills and instruction in English usage. Parent involvement will also be an integral feature. Staff will include regular school personnel assigned to the project, a social worker-coordinator, a psychologist, and a language specialist. Inservice teacher education activities will be part of the project. A request for funding for three years is made to permit a fair evaluation of the program effectiveness. (NH)

ED 020 252

THE USE OF TEACHING TEAMS TO IMPROVE THE EDUCATION ON IN-MIGRANT, TRANSIENT PUPILS IN DEPRESSED AREAS. PROJECT PROPOSAL.
Pittsburgh Public Schools, Pa., 1960, 12p.

Proposed is a project to reorganize the learning environment in five disadvantaged area elementary schools serving in-migrant, transient children. It is believed that these students will improve their achievement in English, social studies, and arithmetic. New teaching methods will be developed, and parents will be

encouraged to place a greater value on education. The project will also offer an incentive to outstanding teachers to become "master" teachers instead of administrators. Teaching teams, organized on the primary, intermediate, and interschool levels, will be composed of a leader, several regular teachers, a paraprofessional, and student teacher aides. Other personnel will include a project director, supervisors, a psychologist, consultants, tutors, a school-home liaison person, and evening school staff for adult education. There will also be tutorial placement for gifted students, intensive remedial efforts, and greater stress on English for all students. (NH)

ED 020 253

INCREASING THE COMPETENCE OF IN-MIGRANT PUPILS BY IMPROVING TEACHING AND COMMUNITY SERVICES. GREAT CITIES SCHOOL IMPROVEMENT PROJECT.
Detroit Public Schools, Mich., 11p.

Proposed is a 5-year educational improvement program for culturally different pupils in several elementary and secondary schools in one area with a relatively stable population of varied national groups and in another which is primarily lower-class and transient. The project activities involve inservice education for classroom teachers, guidance, instructional innovations, enrichment, and after-school programs for children. Also planned are various parent involvement efforts. A number of community agencies and civic organizations will offer special services. A summer program is projected. (NH)

ED 020 808

REPORT ON CONFERENCES ON SPECIAL EDUCATIONAL PROGRAMS FOR MIGRATORY CHILDREN OF MIGRATORY AGRICULTURAL WORKERS.
Hughes, John F., Dept. of Health, Education and Welfare, Sept. 1966, 27p.

Regional conferences on special educational programs for migratory children were conducted between June 23 and 30, 1966, in Washington D.C., Denver, and San Francisco. The purpose of the meetings was to discuss the provisions of the pending migrant amendment to Title I of P.L. 89-10, the Elementary and Secondary Education Act of 1965, and alternate ways to develop programs for migratory children under Title I. Included are an overview of Title I and the working guidelines of the proposed amendment. Also discussed

are problems encountered in defining migrants and obtaining accurate data on their numbers, interstate and intrastate migrant programs, suggestions for state programs, and coordination of projects to avoid duplication. Reports on current migrant education programs are included for 28 states. (RB)

ED 020 809

SELECTED REFERENCES ON MIGRANT CHILDREN'S EDUCATION.
National Committee on the Education of Migrant Children, New York, N.Y., 1965, 4p.

Eighteen references published between 1954 and 1965 are listed in this bibliography on the education of migrant children. Emphasis is on educational programs at both state and local levels. Five reports are listed on migrant education research. (JEH)

ED 020 831

CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN. ANNUAL EVALUATION REPORT, FISCAL YEAR ENDING JUNE 30, 1967.
Benner, Ralph; Reyes, Ramiro; California State Dept. of Education, Sacramento, 1967, 25p.

The fiscal year of 1967 California Plan for the education of migrant children included 21 projects reaching 9,671 children. Bilingual teacher aides and college-student teacher assistants, many of whom were members of migrant families, were used successfully in the various educational programs. Each educational center in one regional program included day care services, individual study programs, adult education programs, food services, medical services, recreation programs, and in-service training programs. A primary goal of the plan was complete integration of migrant children within the regular classroom. Major problems encountered were language difficulties (85 percent of the migrant children were Mexican or Mexican-American), uncertainty of Federal funding, and the elusiveness and variety of the migrant population. (JEH)

ED 020 838

EDUCATION OF CHILDREN OF AGRICULTURAL MIGRANTS.
1962, 4p.

Thirteen books, articles, and documents published between 1954 and 1962 are listed in this bibliography on the education of migrant children. A list of 18 selected private, state, and Federal agencies concerned with migrant education is also provided. Information and materials on migrant education may be available from these agencies upon request. A major portion of the items in the bibliography deals with government-sponsored programs in operation during the period, and annotations are provided for clarification of content. (DK)

ED 020 851

GUIDELINES FOR THE EDUCATION OF MIGRANT CHILDREN AS AUTHORIZED UNDER PUBLIC LAW 89-750, TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965.
California State Dept. of Education, Sacramento, 1968, 27p.

California plans to establish a statewide program, by regions, for the education of migrant children. These guidelines contain regional maps and organizational charts indicating lines of responsibility, while staffing patterns and interrelationships are given for administrative, supervisory, advisory, and coordinating personnel. Definitions and/or requirements are provided relating to comprehensive programs, identification of migrant children, level of funding, identification of needs, development of migrant education projects, integration, evaluation, and project application. (SW)

ED 020 987

NEW ROAD FOR YOUNG MIGRANTS.
Orsini, Bette, March, 1968, 5p.

The Federally-financed high school equivalency program at the University of South Florida at Tampa provides a high school education to dropouts from migrant and seasonal farmworker families. Applicants must be from poverty families and between the ages of 17 and 22. Currently, the Tampa program has 48 students, most of whom are Negroes. Students live on

campus, are given $10 weekly for expenses, and receive two round-trip tickets to their homes. Program personnel prepare students for the test which gives them a high school diploma and provides aid to those who pass in planning post-secondary education. One important feature of the program is speech training, in which standard English is taught as a second language. The program attempts to prepare these disadvantaged students to move into the middle-class culture. This article was published in the "Southern Education Report," Volume 3, Number 7, March 1968. (NH)

ED 021 671

ARMY OF DESPAIR: THE MIGRANT WORKER STREAM.
Segalman, Ralph, Educational Systems Corp., Washington, D.C., 1968, 24p.

Migration patterns in Texas, Florida, California, the Southeastern States, and elsewhere are examined through official reports, statistical data, migrant statistics at rest camps, migrant children's registrations in New Mexico, conversations, and informal observations. It is concluded that the plight of the migrant worker will grow more dismal unless he masters new skills to cope with today's industrial revolution in agriculture. (SW)

ED 021 946

THE SECOND ANNUAL REPORT OF TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 SCHOOL YEAR 1966-67.
Office of Education (DHEW), Washington, D.C., 1967, 139p.

This report overviews and summarizes the findings of studies of nationwide Title I programs during the 1966-67 school year. It has been found that there were increases in expenditures for instructional services and the purchase of equipment, and more States invested in the programs than during the previous year. To explain the effect of the programs, in separate sections the report discusses the educational and socioeconomic background of the participating disadvantaged students, and examines specifically the nature of schools in urban areas. One section presents the findings of a study of the effect of Title I on reading and arithmetic achievement as measured by standardized tests (Dayton Study),

and another presents brief digests of the annual reports of the programs in the individual states, which highlight their major achievements and exemplary projects. A new survey instrument for obtaining data on Title I participants during their third year of operation is also briefly described. Extensive appendixes and charts and tables offer specific data. (EF)

The following citations pertain to documents which have not been entered in the ERIC system, but are in the local collection of the Clearinghouse on Rural Education and Small Schools. Copies of the documents are available from sources listed in each citation.

RC 000 139

HOME EDUCATION LIVELIHOOD PROGRAM IN NEW MEXICO FOR UNDEREMPLOYED SEASONAL AGRICULTURE WORKERS.
New Mexico Council of Churches, 1965, 37p.

Describes an adult and family education program which includes basic child care and remedial instruction for economically disadvantaged Spanish American and Mexican American agricultural workers. This document is available from Home Education Livelihood Program, 131 Adams Street, N.E., Albuquerque, New Mexico 87108.

RC 000 169

HANDBOOK FOR TEACHERS OF AGRICULTURAL MIGRATORY CHILDREN, OREGON, 1966.
Ogard, E.M., Ed.; Potts, A.M., Ed.,
Oregon College of Education, Monmouth,
1966, 84p.

Discusses teaching English as a second language with recommendations for inservice education, describes health programs and physical needs, and discusses values in rela-

tion to acceptance by American society. This document is available from the Center for Teachers of Migrant and Disadvantaged Children, Oregon College of Education, Monmouth, Oregon 97362.

RC 000 229

SCHOOL AND THE MIGRANT CHILD.
Frost, Joe, Iowa State University,
Ames, 1964, 9p.

Presents observations made during summer programs in 1962 and 1963 in a rural Arkansas community involving children aged 6 to 16 from 100 families. Suggestions are given for the improvement of teaching practices. This document appears in Childhood Education, November 1964, Vol. 41, No.3, published by the Association for Childhood Education International, 3615 Wisconsin Avenue, Washington, D.C. 20016.

RC 000 629

ELEMENTARY SUMMER SCHOOLING OF
MIGRANT CHILDREN.
Marcson, Simon, Rutgers Univ., New
Brunswick, New Jersey, 1964, 12p.

Presents the procedures, results, and conclusions of a study of the educational process involved in the New Jersey summer school program for migrant children. Objectives of the study are to examine social factors affecting school performance and to facilitate needed changes in the summer school program. This document is available from Cooperative Research Project No. 1479, Rutgers University, New Brunswick, New Jersey 08903.

RC 000 661

HEALTH NEEDS OF MIGRANT CHILDREN IN
A KANSAS DAY CARE PROGRAM.
Gilbert, Arnold; Schloesser, Patricia,
Public Health Reports, Maryland, 1963, p.8.

Describes an investigation of health needs of 65 migrant children, ages 21 months to 12 years. This document appeared in Public Health Reports, November 1964, Vol. 78, No. 11, 6935 Wisconsin Avenue, Chevy Chase, Maryland 20015.

RC 000 667

AN IDENTIFICATION OF MIGRANT PROBLEMS.
Para, Gladys, Othello Migrant Day Care Center, Washington, 1964, 13p.

Discusses the problems encountered by migrants and those who work with migrants. Topics include education levels, child labor laws, day care services, financial support during nonagricultural seasons, health, and housing. This document is available from Othello Migrant Day Care Center, Box 1427, Othello, Washington 99344.

RC 000 688

NEXT MOVE FOR THE MIGRANTS.
Scholes, William E., Friendship Press, New York, N.Y., 1966, 37p.

Outlines progress made in solving migrant problems and presents problems yet to be solved. Emphasis is on church-connected programs and activities. This document is available from Friendship Press, 475 Riverside Drive, New York, New York 10027.

RC 000 701

TITLE III-B MIGRANT NON-CURRICULAR SUPPORTIVE EDUCATIONAL PROGRAM.
Board of Public Instruction, Collier County, Florida, 1966, 61p.

Consists of a supportive educational program for a minimum of 3,000 migrant children, an intensive basic adult education and in-service training program for 100 adult migrants, a work-study program for 100 in-school migrant children, and a food program to supplement inadequate diets of these children. This document is available from the Board of Public Instruction, Court House Annex, Naples, Florida 33940.

RC 001 252

THE TEXAS PROJECT FOR EDUCATION OF MIGRANT CHILDREN.
Education Agency, Austin, Texas, 1966, 22p.

Describes the need for compressed educational instruction for migrant children during the home base period and presents general guidelines for designing curriculum. This

document is available form the Division of Compensatory Education, Texas Education Agency, Austin, Texas 78711.

RC 001 418

WORCESTER COUNTY MIGRANT SCHOOL (MARYLAND), EVALUATION REPORT.
Jones, Raymond, Jr., Worcester County Community Action Committee, Snow Hill, Maryland, 1966, 48p.

Describes a summer program for migrant children in Maryland, complete with objectives, schedules, and evaluation of experiences provided. This document is available from Worcester County Community Action Committee, Snow Hill, Maryland 21863.

RC 001 554

MIGRANT EDUCATION.
Hooper, Robert B. Jr., Seasonal Employees in Agriculture, Riverhead, New York, 1967, 10p.

Discusses generally the need for migrant adult basic education with attention to teacher training and types of instructional materials. Statistics on employment and education of migrant workers are presented. This document is available from Seasonal Employees in Agriculture, 675 Flanders Road, Riverhead, New York 11901.

RC 001 652

CALIFORNIA MIGRANT MASTER PLAN, PROGRESS REPORT, 1966.
Office of Economic Opportunity, Sacramento, California, 1966, 23p.

Describes progress of California Migrant Master Plan during 1965-66 fiscal year. Includes historical background information to show underlying problems. This document is available from California Office of Economic Opportunity, 1014 1/2 J Street, Sacramento, California 95814.

RC 001 882

MIGRANT ACTION PROGRAM,
ANNUAL REPORT--1967.
Migrant Action Program,
Mason City, Iowa, 1967, 155p.

Describes activities for migrant workers and their children which include nursery services, day care services, child education programs, adult educational programs, and family health clinics. Financial analysis and population statistics are included. This document is available from Migrant Action Program, Box 717, Mason City, Iowa 50401.

RC 002 142

NEW MEXICO PROJECTS FOR MIGRATORY CHILDREN OF MIGRATORY AGRICULTURAL WORKERS, STATE ANNUAL EVALUATION REPORT FOR FISCAL YEAR 1967, TITLE I, ESEA MIGRANT PROGRAM.
Caperton, Bill, et al., New Mexico State Dept. of Education, Santa Fe, 1967, 44p.

Consists of an analysis of program activity in eight migrant areas of New Mexico including procedures and materials used and testing results. This document is available from Title I ESEA Services, State Dept. of Education, Santa Fe, New Mexico 87501.

RC 002 151

REVIEW OF UNION DISTRICT MIGRANT EDUCATION PROJECT (SAN JOSE, CALIFORNIA, 1966) NARRATIVE PROGRESS REPORT.
Mathews, Berkeley, Union District Migrant Education Project, San Jose, California, 1966, 11p.

Evaluates a migrant education project from May 30 to September 15, 1966, for 100 migrant children, ages 6 to 12. Nine functional areas are evaluated with recommendations and suggestions for future projects. This document is available form Union District Migrant Education Project, 5175 Union Avenue, San Jose, California 95124.

RC 002 339

UNITED MIGRANT OPPORTUNITY SERVICES, INC., PROVIDING EDUCATIONAL OPPORTUNITIES FOR MIGRANT FARM WORKERS AND THEIR FAMILIES IN 17 WISCONSIN COUNTIES. ANNUAL REPORT, 1967.
Kruse, William G., et al., United Migrant Opportunity Services, Inc., Waukesha, Wisconsin, 1967, 38p.

Presents the accomplishments of an OEO-funded program which provides adult basic education, day care services, and vocational training and placement for migrant workers. Reactions of participants and reports by individual coordinators are included. This document is available from United Migrant Opportunity Services, Inc., 150 South Street, Waukesha, Wisconsin 53186.

SUBJECT INDEX

ACTIVITIES

ED 002 614
013 699

ADULT EDUCATION PROGRAMS

ED 002 642
013 692
020 831

RC 000 139
000 667
000 701
001 554
001 652
001 882
002 339

AGRICULTURAL LABORERS

ED 002 349
002 492
002 620
002 655
002 667
013 157
013 161
013 676
013 680
018 316
020 028

RC 000 139

BIBLIOGRAPHIES

ED 012 189
020 809
020 838

CHURCH MIGRANT PROJECTS

ED 012 195

RC 000 688

CLINICS

ED 002 349
011 217
013 126
013 699

COMPENSATORY EDUCATION

ED 002 611
002 631
002 637
013 130
014 349
021 946

RC 000 229
001 252
002 151

CONFERENCE REPORTS

ED 018 316
020 808

CULTURE

ED 011 215
012 626

CURRICULUM

ED 001 077
002 652
010 747
019 162

CURRICULUM GUIDES

ED 002 631
012 630

DAY CARE SERVICES

ED 002 613
002 614
002 627
002 688

RC 000 661
001 652
001 882
002 339

DEPRESSED AREAS
(GEOGRAPHIC)

ED 020 251

DROPOUT RATE

ED 020 042
020 987

ECONOMIC DISADVANTAGEMENT

ED 002 620
011 215
012 189
013 161
013 675
017 359
020 987
021 671
021 946

RC 000 139
001 554

EDUCATIONAL IMPROVEMENT

ED 020 252
020 253

EDUCATIONAL NEEDS

ED 002 614
002 615
002 616
002 636
002 639
002 642
002 650
002 651
002 658
003 439
011 805
013 675
015 031
019 164
020 851

RC 000 667

EDUCATIONAL PROGRAMS

ED 001 077
001 092
001 100
001 496
001 499
002 406
002 616

RC 000 701
001 252
001 418
002 142

EDUCATIONAL PROGRAMS (cont.)

ED 002 624
002 637
002 638
002 645
002 648
002 649
002 651
002 658
002 667
002 694
010 961
011 805
012 189
013 130
017 356
018 317
019 152
019 165
020 808
020 809

EDUCATIONAL RETARDATION

ED 002 611
002 639
010 745
010 961

RC 000 229

EDUCATIONALLY DISADVANTAGED

ED 001 077
002 642
002 650
002 655
012 189
013 675
014 349
015 031
019 164

RC 000 169

ELEMENTARY GRADES

ED 001 087
001 499
002 652
012 630
019 152
019 162
020 252

HEALTH EDUCATION

ED 002 627
011 217
013 126
013 680

INDIVIDUAL INSTRUCTION

ED 019 165

INSERVICE TEACHER EDUCATION

ED 020 253

LANGUAGE ARTS

ED 002 614
002 631
002 652
002 661
010 745
010 746
013 130

RC 000 169

MEDICAL SERVICES

ED 002 349
002 627
013 699

MEXICAN AMERICANS

ED 002 492
012 195
013 157
013 676
014 364
020 831

MIGRANT ADULT EDUCATION

ED 002 624
002 642
003 439

MIGRANT CHILD EDUCATION

ED 002 406
002 611
002 615
002 616
002 624
002 638
002 645
002 649
002 651
002 661
002 694
002 722
014 364
019 162
020 831
020 838

RC 000 701
001 252
001 418
001 652
001 882
002 142
002 151

MIGRANT CHILDREN

ED 001 077
001 087
001 496
002 492
002 609
002 613
002 614
002 620
002 627
002 631
002 636
002 637
002 639
002 648
002 650
002 652
002 655
002 658
002 664
002 667
010 745
010 746
010 747
010 961
011 471
011 805
013 126
013 130
013 673

RC 000 169
000 229
000 629
000 661

MIGRANT CHILDREN (cont.)

ED 013 675
014 349
014 364
014 367
017 356
017 359
019 152
019 164
019 165
020 032
020 251
020 252
020 253
020 808
020 809
020 987
021 946

MIGRANT EDUCATION

ED 001 087
001 092
001 100
001 496
001 499
002 492
002 620
002 631
002 636
002 637
002 639
002 648
002 650
002 652
002 658
002 688
010 746
010 747
010 961
011 471
012 630
012 632
013 157
013 161
013 675
013 692
014 349
015 031
017 356

RC 000 139
000 169
000 229
000 629
001 554
002 339

MIGRANT EDUCATION (cont.)

ED 017 359
019 152
019 162
019 164
019 165
020 032
020 042
020 808
020 809
020 838
020 851

MIGRANT EMPLOYMENT

ED 019 175
020 028
021 671

MIGRANT HEALTH SERVICES

ED 001 100
001 499
002 349
002 613
002 627
003 439
011 217
011 218
013 126
013 680
013 699
020 831

RC 000 661
000 688
001 418
001 652
001 882

MIGRANT PROBLEMS

ED 001 092
001 100
002 648
002 664
002 688
011 218
012 632
013 157
013 676
013 681
015 031
018 316
021 671

RC 000 667
000 688
002 339

MIGRANT WELFARE SERVICES

ED 001 499 RC 000 661
013 681
015 031

MIGRANT WORKER PROJECTS

ED 013 681
013 699

MIGRANT WORKERS

ED 002 406 RC 000 139
002 620
002 639
002 642
002 664
011 215
012 626
013 157
013 161
013 673
013 681
014 367
019 175

MIGRANTS

ED 002 688 RC 000 667
011 217 001 554
011 218 002 339
012 195
012 632
013 161
013 676
013 681
014 349
014 364
018 316
018 317
020 028

MIGRATION PATTERNS

ED 001 496
002 609
003 439
020 831
021 671

NEGROES

ED 012 195
020 987

PARTICIPANT CHARACTERISTICS

ED 019 175

PROGRAM PLANNING

ED 011 471 RC 001 252
013 673 002 142
020 851

PUBLIC HEALTH

ED 011 217
013 680

SELF CONCEPT

ED 018 317

SPANISH AMERICANS

ED 002 661
003 439
012 632

SPANISH SPEAKING

ED	001	496	RC	001 554
	002	609		
	002	613		
	002	615		
	002	667		
	002	694		
	002	722		
	010	746		
	020	028		

STUDENT RECORDS

ED	002	636	
	011	471	
	014	367	
	020	032	

SUMMER SCHOOLS

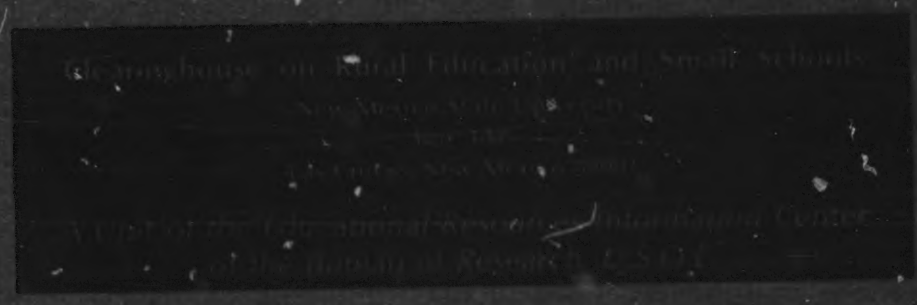
ED	001	087	RC	000 229
	001	092		000 629
	002	614		001 418
	002	638		002 151
	002	645		
	002	649		
	002	661		
	002	667		
	017	359		
	020	032		
	020	042		

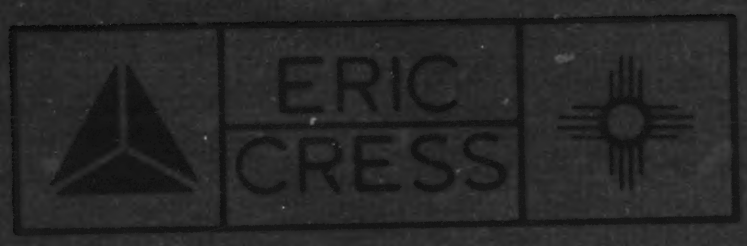
TESTING PROBLEMS

ED 013 692

TRANSITIONAL CLASSES

ED 020 251




ERIC
CRESS